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ABSTRACT

The first volume in this two-volume report outlines the nine educational principles on which the competence statements for adult reading and writing are based. The four literacies--for self-expression, practical purposes, knowledge, and public debate--are defined and some representative text types and common genres are provided. The four levels within each literacy are described. Finally, this volume presents the competence statements for reading and writing at a glance. The second volume, subtitled "Appendixes," provides a detailed account of the literacy model informing this project and of how and why the competence statements are organized the way they are. The 12 appendixes are as follows: (1) Nine Educational Principles: Some Questions Addressed; (2) Organization of the Competence Statements; (3) Organization of the Writing Competence Statements; (4) Writing Competence: 16 Statements (four exit levels x four literacy domains); (5) Organization of the Reading Competence Statements; (6) Reading Competence: 16 Statements (four exit levels x four literacy domains); (7) A Model of Literacy Competence; (8) Writing Competence: Each of the Four Literacy Domains, Levels 1-4; (9) Writing Competence: Comprehensive Literacy at Each Level; (10) Reading Competence: Each of the Four Literacy Domains, Levels 1-4; (11) Reading Competence: Comprehensive Literacy at Each Level; and (12) a list of 54 references. (YLB)

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ADULT BASIC EDUCATION ACCREDITATION FRAMEWORK PROJECT

VOLUME ONE

DRAFT COMPETENCE STATEMENTS FOR ADULT READING AND WRITING

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Beth Marr, Maths/Science Curriculum Officer

Consultees:
Jill Bartlett and Pam Baker, Prahran TAFE
Jenny Boyarski and Sara Lyons, Holmsglen TAFE
Beverley Campbell, CATALPA
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Delia Bradshaw
Project Officer.
January, 1992

INTRODUCTION

Aims

The aims of this three-month phase 1 project were:

* to provide the Division of Further Education with a negotiated development of a comprehensive document presenting the core skills/competencies for each of the four levels across the adult literacy area;

* to provide the guidelines for the development of teacher and student materials to be conducted in phases 2 and 3.
(It was later decided that the guidelines become part of phase 2.)

Achievements

Between 23 September 1991 and 30 December 1991, the following was achieved:

* a second half day consultative conference in which 60 ALBE practitioners from across the state participated;

* reports of 30 individual or small group consultations with experienced ALBE practitioners from TAFE, workplace and community programs, from both city and country venues;

* a literature search for relevant "equivalent" documents produced both in Australia and England;

* 4 lengthy Curriculum Design Working Group meetings;

* this report paper.

Scope of Paper

This report contains the following:

* an explanation of the educational principles informing the competence statements that are presented;

* a description of four literacies that constitute comprehensive literacy competence;

* an outline of how the competence statements are organised;

* the sixteen proposed Writing Competence Statements

* the sixteen proposed Reading Competence Statements.

Structure of Paper

This report is divided into two volumes. The first volume outlines the 9 educational principles on which the competence statements are based and presents the competence statements for reading and writing at a glance. The second volume, a much larger volume sub-titled "Appendices", provides a detailed account of the literacy model informing this project, and of how and why the competence statements are organised the way they are.

Assumptions

This paper is based on the following assumptions:

* that the term "literacy" refers to that comprehensive educational process concerned with the way language is used to make meaning, and that it involves all ALBE programs, not just those with "literacy" in their course or program names. For example, the term encompasses the educational activities of adult basic education courses, workplace basic education courses and compensatory education courses. It refers, that is, to an underlying universal process, not a particular "literacy" course;

* that the ALBE field covers that broad spectrum of educational activity from programs for adults at the earliest stages of reading and writing through to programs for preparation for VCE;

* that the four levels chosen for official public accreditation are those points that teachers/tutors indicate are the significant literacy milestones across this spectrum;

* that between each publicly recognised milestone is an infinite number of key educational and individual milestones that teachers/tutors value and acknowledge;

* that the means whereby students are enabled to achieve the competence described, that is, the educational planning, syllabus, activities and resources that realise the educational aims implicit in these statements, was not within the terms of reference of this paper;

* that the primary purpose of the competence statements is to assist teachers/tutors
  * in planning ALBE programs,
  * in placing students in their own program or referring them elsewhere, and
  * in recording student progress

  through providing some explicit criteria largely drawn from what currently appears to tacitly guide their educational judgments in these situations;

* that this paper will eventually be accompanied by other curriculum papers that document the diversity of ways in which ALBE teachers/tutors work towards students becoming more competent readers and writers;

* that a follow up document on assessment criteria and procedures will describe what is considered appropriate evidence of competence and the organisation of the assessment process;

* that the competence described in this paper is what can be done independently by individuals drawing on their own resources, including knowing when and how to seek advice and assistance from others;

* that the competence statements describe what is achieved at the "exit" end of the level;

* that for placement purposes, the "entry" level for each competence may include referring to the "exit" level of the one before as a guide;

* that entry to level one encompasses a wide range of starting points;

* that the choice of the first literacy achievement to be accredited in an official and formal way as the reading and/or writing of one sentence at exit level one is in accord with equivalent national and international ALBE certification trends;

* that "exit" at level four describes readiness for entry to Adult VCE and equivalent educational or training courses;

* that the term "text" refers to any "meaningful stretch of language, oral or written" (Derewianka). This therefore includes conversations, a very simple or short sentence, labels and slogans;

* that this paper is intended as a first word, not the last word, on the matter of what constitutes competence in adult literacy and basic education, and will need to be field-tested for at least a year to ascertain the following:

    * the usefulness and flexibility of the curriculum model proposed;
    * whether this framework caters for the full range of ALBE students;
    * how teachers'/tutors' educational judgments relate to the competence descriptions;
    * the comprehensiveness and accuracy of the literacy competence statements.

A word about oracy

Whilst recognising the role and significance of oracy in relation to literacy, descriptions of oral competence were not specified within the brief for this project. During the course of this project, oracy was found to be of such importance that it will need to be investigated, described and presented in a follow-up companion document to this one. The next phase of this curriculum accreditation project will need to consider what characterises oral competence, a term that covers many quite different language and interpersonal abilities, including oracy as "thinking aloud", such as a discussion before or after encountering a text; oracy as a more formal presentation or performance; or oracy as verbal communication and interaction in a wide range of very different social situations .

NINE EDUCATIONAL PRINCIPLES

The Adult Reading and Writing Competence Statements are based on *nine* inter-connected educational principles. The early ones refer to the literacy process itself and the later ones to good practice in adult literacy and basic education. These *nine* principles are:

* *one*, that "literacy" cannot be talked about as if it is a monolithic undifferentiated whole, but rather that it needs to be seen as an amalgam of distinctive "literacies" requiring a range of capacities to read and write texts that have been constructed for quite particular social purposes;

* *two*, that four "literacies" - herein named as literacy for self-expression, literacy for practical purposes, literacy for knowledge and literacy for participation in public debate - are fundamental to the development of the versatile and critical competence needed for active participation in family, community and civic life, the workplace and commercial life, education and governmental institutions;

* *three*, that the four literacies, whilst named separately for the purpose of highlighting which literacies define literacy competence today, are not autonomous compartments that exist apart from each other;

* *four*, that this literacy model does not concentrate on meaning at the expense of "the basics";

* *five*, that the development of competence in various literacies is intimately entwined with, and influenced by, cognitive, emotional, psychological and social factors;

* *six*, that ALBE programs, if they are to contribute to adults being effectively functioning human beings in a late twentieth century western society like Australia, need to teach students to recognise, interpret, use, critique and adapt the various "literacies" and related texts that exist in and shape our contemporary society;

* *seven*, that although different ALBE programs may emphasise a specific literacy, they will be unable to totally exclude the other literacies;

* *eight*, that the scope of ALBE can be seen as a developmental pathway from the earliest stages of reading and writing to an increasing capacity to undertake a wide range of employment, vocational training, and other formal study (including VCE) opportunities, and that based on Victorian ALBE program trends, four key milestones can be identified along this pathway;

- *nine*, that this curriculum framework, whilst inevitably culture-bound and time-bound like any human artefact constructed at a particular historical point in time, is designed to be flexible enough to accommodate a vast array of contexts and ALBE purposes.

IN SUMMARY, these Adult Reading and Writing Competence Statements address four "literacies" associated with four different purposes for reading, writing, speaking and listening;

- these four purposes are:
  - literacy for self expression
  - literacy for practical purposes
  - literacy for knowledge
  - literacy for participation in public debate;

- all four literacies are needed for active participation in:
  - family and social life
  - workplace and institutional settings
  - education and training contexts
  - community and civic life;

- increased competence in the four literacies assist personal, interpersonal, cognitive, psychological, social and cultural development;

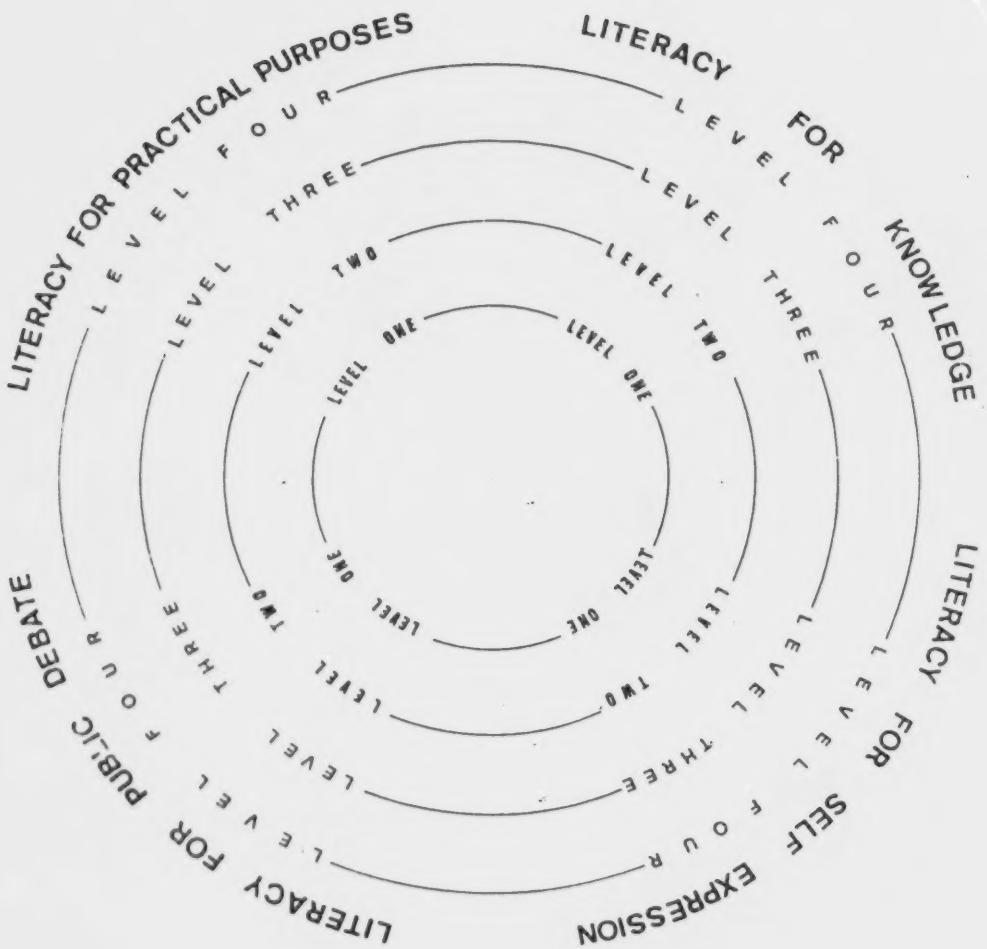
- all four literacies need to be explicitly taught;

- ALBE work concerning these literacies can be divided into four levels;

- this literacy model can accommodate a range of ALBE settings, programs and emphases.

The diagram on the next page demonstrates how the four literacies inter-relate to achieve an all-embracing literacy competence. It represents the four levels as a continuously expanding literacy repertoire.

FOUR LITERACIES = COMPREHENSIVE LITERACY



FOUR LITERACIES = COMPREHENSIVE LITERACY

What are the four literacies?

If acts of speaking, listening, reading and writing are interpreted as ways of participating in social life, it is important to delineate the key contexts of contemporary social life. One way to do this is by defining contexts in terms of the main purposes and concepts shaping them. Using this approach it is possible to isolate four major contexts within contemporary social life and four corresponding literacies.

LITERACY FOR SELF EXPRESSION. This literacy focuses on developing a strong sense of self and of personal identity in ALBE students. It encourages students to explore and develop this sense of self by employing forms of reading and writing (and discussion) that focus on aspects of personal life and meaning. This literacy will also focus on students' sense of connection with cultural traditions and to others around them.

Some representative text types: stories, poetry, autobiographies, letters, diaries, journals, novels, plays, myths and legends, creative writing, journals, greeting cards.

Common genres: narratives, recounts, anecdotes, moral tales.

LITERACY FOR PRACTICAL PURPOSES. This literacy focuses on competence in functional forms of communication which are now a crucial aspect of everyday competence within modern life. The rapid turn-over in technologies and institutional structures within contemporary life mean that everyday competence generally, but especially in the workplace, can no longer rely on traditional work habits or routines. Increasingly, workers need to be able to "communicate" about what is happening - whether by reading procedures manuals, writing practical reports or in team discussions. Developing interpersonal skills and competence with new technology-based forms of creating, storing and conveying practical information would also fall within this literacy for practical purposes.

Some representative text types: address for a group meeting, instruction sheets, manuals, forms, directions, signs, notices, handbooks, messages, notes, incident reports, minutes, business letters, street maps, information located in a range of storage media, job descriptions, telephone conversations, labels, memos.

Common genres: instructions, procedures.

LITERACY FOR KNOWLEDGE. This literacy focuses on the increasing need for adults to be able to understand and draw on knowledge produced by modern disciplines. The most obvious context in which this is needed is when undertaking retraining or further education. This literacy will focus on the forms of reading and writing used to explain underlying principles, concepts and theories, be they mechanical explanations, technological explanations, systems explanations, sociological explanations, historical explanations or scientific explanations. "Learning to learn" in the sense of understanding and dealing with the conventions and demands of modern educational institutions would also fall within this literacy.

Some representative text types: textbooks, non-fiction interest books, information sheets, dictionaries, encyclopedias, subject reference books.

Common genres: explanations, information reports.

LITERACY FOR PUBLIC DEBATE. This literacy focuses on developing the capacities of adults to follow and participate in public debate. As citizens of a modern democratic country it is important that all adults be able to engage with contemporary debates concerning matters of public concern. This literacy will focus on the forms of arguing reasoning used to justify and criticise policy proposals in public debate.

Some representative text types: articles by newspaper columnists, Letters to the Editor, Editorials, policy documents, publicity material, pressure group materials.

Common genres: arguments, expositions, discussions.

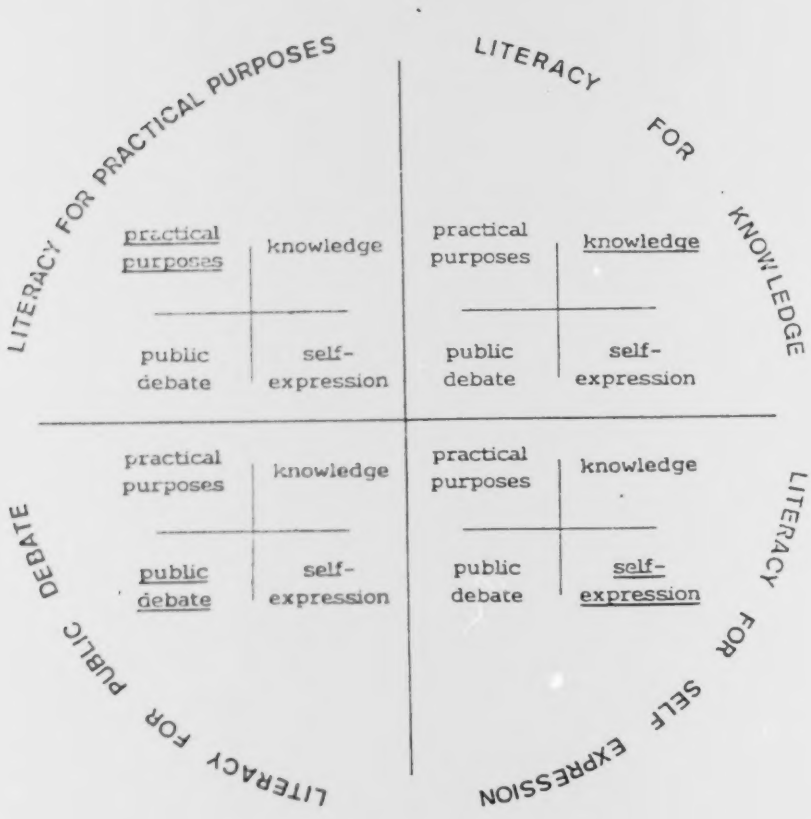
Integrating the Four Literacies

These four literacies, seen together as a whole, provide students with the practical skills, knowledge, value systems and critical thinking capacities to successfully fulfil any, or all, or any combination of, the widely-promoted and widely adopted ALBE aims of further study/training, employment, personal development and community participation. Together, they provide conceptual knowledge through a multi-dimensional basic general language education, the essential foundation for any learning.

The four literacies chosen achieve different social purposes. Each of the four literacies highlighted can be associated with certain types of texts. These texts tend to favour certain domains of thinking and meaning, and particular competencies are required if students are to be successful and critical readers and writers of such texts. In designing the Writing and Reading Competence statements, special emphasis has been given to key text genres within each literacy. For example, narrative texts have been highlighted in Literacy for Self-Expression, procedural texts in Literacy for Practical Purposes, informative texts in Literacy for Knowledge and argumentative texts in Literacy for Public Debate. It is to be remembered that these <u>generic</u> text types embrace and are to found in a range of <u>representative</u> text forms. For example,

procedural texts include manuals, signs, forms and instruction booklets. Whilst specific text genres have been associated with particular literacy purposes, other text genres may also achieve that same purpose. For example, by naming narrative as the predominant mode of achieving "Literacy for Self-Expression" is not to deny that other text genres can contribute to this. The competence statements have been organised around the most favoured generic text types to ensure competence in the fundamental text types, not to deny the place of others.

Nor does this literacy model suggest that the literacies act independently of each other. Whilst the focus within each particular literacy is primarily on self-expression or practical skills or knowledge or public debate, each of the literacy areas often contains resonances of the other three. This is best illustrated in the diagram below, an adaptation of a diagram presented by Rob McCormack at the First Consultative Conference on 16 August, 1991:



So, in summary,

* each literacy, whilst having a primary focus, can contain the others;

* each literacy, whilst associated primarily with particular genres, can include others, or mixtures, as well.

What are the four levels within each literacy?

The four levels refer to a student's increasing sophistication in making meaning. This encompasses both the conceptual domain of meaning and its linguistic realisation. The four levels within each literacy, a picture of expanding conceptual capacity, are described below. The realisation of these concepts in reading and writing is described in the detailed Competence Statements at the end of this document

Literacy for self-expression

Level 1: Persons as facts

Capacity to read, write and discuss texts that represent the personal self in simple factual statements.

Level 2: Persons as conventional representations

Capacity to read, write and discuss texts that present a routine, sometimes stereotypical representation of the personal self and others in everyday roles, situations and courses of action.

Level 3: Persons as multi-dimensional

Capacity to explore in reading, writing and discussion texts that portray the multi-faceted nature of the personal self and others including such aspects as feelings, emotions, attitudes, fantasies, inconsistencies, humour and irony.

Level 4: Persons as complex wholes

Capacity to read, represent and discuss texts that incorporate the complexities of the personal self and others associated with inner/outer, reason/emotion, public/private, past/present, reality/fantasy, seriousness/humour in ways that form a coherent sense of the whole person.

Literacy for practical purposes

Level 1: Action as recounting

Capacity to read, write and explain orally how they did something.

Level 2: Action as convention

Capacity to read, write and speak in habitual sequences and formats related to practical context.

Level 3: Action as awareness

Capacity to read, write, and speak in practical contexts taking account of possible contingencies and different audiences.

Level 4: Action as understanding

Capacity to read, write and speak in practical contexts about quite complicated and complex courses of action for a range of audiences.

Literacy for knowledge

Level 1: Knowledge as listing facts

Capacity to read, write and speak listing some facts about the topic in simple sentences.

Level 2: Knowledge as ordered facts

Capacity to read, write and discuss short texts that organise facts into a customary pattern or schema.

Level 3: Knowledge as making sense of facts

Capacity to read, write and discuss texts which organise facts about a topic into a coherent flow of sentences by explicitly employing linguistic and textual features to do with space, time, cause and effect, illustration, definition.

Level 4: Knowledge as reasoning about facts

Capacity to read, write and discuss texts that define, explain, illustrate and begin to propose a specific reasoned interpretation of the facts against other interpretations.

Literacy for public debate

Level 1: Debate as expressing an opinion

Capacity to read, write and discuss short texts stating an opinion concerning issues of public concern.

Level 2: Debate as explaining an opinion

Capacity to read, write and discuss short texts that present reasons for a personal opinion concerning issues of public concern.

Level 3: Debate as justifying an opinion

Capacity to read, write and discuss short texts that describe an issue of public concern and that provide a reasonable a reasonable justification for an opinion on that issue.

Level 4: Debate as arguing for a policy

Capacity to read, write and discuss texts that give a detailed description of an issue of public concern, and that argues for one interpretation of the issue against other possible interpretations.

WRITING COMPETENCE AT A GLANCE

WRITING COMPETENCE: Literacy for Self Expression

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing:
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a recount that:
- (a) presents a single familiar activity, idea or experience;
- (b) expresses a "here-and-now" personal perspective;
- (c) is arranged in simple chronological order, sometimes a long sentence with lots of "ands", and with uneven accuracy in spelling;
- (d) is likely to be from 1-2 sentences.

Exit Level 2

Can compose a narrative, recount or piece of imaginative writing that:
- (a) attempts to combine 2 - 4 personally familiar events, ideas or experiences;
- (b) includes a broader personal view point than the personally immediate, referring to other times and places;
- (c) uses pronouns precisely, provides descriptive details about actions/people/things/places/thoughts considered unfamiliar to the reader, and with spasmodic accuracy in spelling;
- (d) is arranged into a coherent paragraph, the individual sentences being linked by language devices to do with time so as to form a fluid narrative sequence.

Exit Level 3

Can compose a narrative, recount or a piece of imaginative writing that:
- (a) combines 3 or more ideas or experiences beyond the writer's own everyday, first-hand experience;
- (b) acknowledges at least one other point of view;
- (c) can connect personal views, personal experiences, the action and/or characters to more general ideas, and with considerable accuracy in spelling;
- (d) sequences 2 paragraphs coherently and displays control of narrative chronology (past, present or future) and topic focus.

Exit Level 4

Can compose a narrative, recount or a piece of creative/imaginative/expressive writing that:
- (a) ranges over a wide sweep of topics, beliefs, issues and experiences, either personal or imaginative;
- (b) incorporates a range of values and perspectives, not all supportive of the writer's own view;
- (c) uses literary devices and evocative descriptions of character and atmosphere to locate people and events in time and space, to convey feelings and to infer attitudes, and with a high degree of accuracy in spelling;
- (d) shapes a variety of paragraph structures, sentence structures, descriptive devices, voices, rhythms and tenses to demonstrate a moral or point, the structure often consisting of some variation on setting/situation, problem, climax, resolution.

WRITING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing:
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a simple practical text that:
- (a) describes familiar procedures in everyday terms;
- (b) may move between "I" and "you";
- (c) refers to the process/ingredients/steps in general terms, and with uneven accuracy in spelling;
- (d) is usually one or two short sentences.

Exit Level 2

Can compose a practical text that:
- (a) models a familiar type;
- (b) describes process clearly, e.g. by beginning each sentence connected with the sequence of events with a verb;
- (c) provides specific factual description (eg. shape, size, colour, amount, etc.) about the ingredients, utensils and/or procedures, with spasmodic accuracy in spelling;
- (d) creates an orderly sequence through the use of headings, lists and linking words to do with time (eg. first, then ...).

Exit Level 3

Can compose two descriptions for the one procedure that:
- (a) demonstrate the variations in layout and language features possible within the procedural type;
- (b) display a variety of tones from formal to informal;
- (c) provide quite detailed factual descriptions of both the materials and the process, with special attention to details of position and sequence, and with considerable accuracy in spelling;
- (d) sequence logically and chronologically by clearly separating goals, materials (if relevant) and steps.

Exit Level 4

Can compose a detailed procedural description for either everyday and technical purposes that:
- (a) display's knowledge of the specialist technical language and layout features of different instructional text types;
- (b) may include a commentary (eg. usefulness, danger), as well as clear precise instructions;
- (c) provides a very detailed outline of how, where, with what and when, without ambiguity, and with a high degree of accuracy in spelling;
- (d) sequences logically by subdividing each stage into headings, sub-headings and numbers, and reinforces clarity with well-chosen, well-placed diagrams.

WRITING COMPETENCE AT A GLANCE

WRITING COMPETENCE: Literacy for Knowledge

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:

Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet

Developing :

Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a factual statement that:

(a) presents one or two items of familiar information in everyday commonplace language;
(b) uses the third person to convey a tone of formality but may include a personal opinion in the first person;
(c) relies mostly on simple sentences in the present tense to convey objective information about features or happenings, and with uneven accuracy in spelling;
(d) is likely to be 1 - 2 descriptive or explanatory sentences.

Exit Level 2

Can compose a short report that:

(a) organises a number of well-spaced items of factual information or explanation on one topic, using some technical language;
(b) presents information in the neutral tone of a researcher/reporter;
(c) relies mainly on active verbs to explain "how" or "why", to describe processes, events and procedures, and with spasmodic accuracy in spelling;
(d) starts with an initial general statement which is then followed by description or explanation, in which the information is ordered by cause-and-effect or classification connections.

Exit Level 3

Can compose an informative or explanatory report that:

(a) classifies different parts or topics of a knowledge area in relation to each other;
(b) creates a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject;
(c) shows early signs of condensing ideas, processes, descriptions and/or explanations into abstract nouns, with a considerable accuracy in spelling;
(d) sequences facts/explanations into an orderly system or a fluid sequence of topic paragraphs, often marked by an introductory topic sentence.

Exit Level 4

Can compose an informative, explanatory or academic report that:

(a) organises a range of concepts and facts within a specialist field of knowledge;
(b) presents the range of definitions or view points "objectively";
(c) features dense sentences containing a number of abstract concepts, and with a high degree of accuracy in spelling;
(d) organises paragraphs into a coherent system or account by using linking devices that show conceptual connections and/or causal relationships.

WRITING COMPETENCE: Literacy for Public Debate

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:

Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet

Developing:

Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a statement of opinion that:

(a) expresses a personal point of view on a familiar matter;
(b) is expressed unconditionally;
(c) is expressed as a simple sentence, and with uneven accuracy in spelling.
(d) is a statement, not proof, of an opinion;

Exit Level 2

Can compose a simple argument that:

(a) offers evidence for a point of view on the basis of personal and popular knowledge;
(b) appeals to the emotions through exclamations and emotive words;
(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), and with spasmodic accuracy in spelling;
(d) organises the paragraph into a main point followed by reason.

Exit Level 3

Can compose an argumentative piece of writing that:

(a) engages with a personally relevant social or public issue;
(b) admits there are "pros" and "cons", and avoids sweeping one-sided emotive generalisations and expresses tentativeness;
(c) proves its point through linking ideas and information logically, and with considerable accuracy in spelling;
(d) sequences a piece into statement of issue, presentation of at least two reasons and summing up.

Exit Level 4

Can compose a reasoned argumentative text that:

(a) deals with abstract social concepts, issues or values of public concern;
(b) gives an analytical presentation of alternative evidence as well as the writer's own qualified position;
(c) links the main ideas, with evidence, references and quotes, into a persuasive logical whole through the use of connective devices associated with reasoning, and with a high degree of accuracy in spelling;
(d) moves from introduction, to presentation of several forms of evidence and/or points of view, to a summarising conclusion.

READING COMPETENCE AT A GLANCE

READING COMPETENCE: Literacy for Self-Expression

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:

- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:

- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) presents recognisable people, setting or events in everyday words;
- (b) is chatty in tone;
- (c) may rely on well-placed, complementary illustrations;
- (d) uses simple sentence structures;
- (e) has a simple story shape from one to three sentences long

by being able to

- (f/g) demonstrate word attack skills other than simple phonic ones;
- (f/g) express graphically or verbally what the story or piece is generally about;
- (f/g) identify particular minimal details about the characters, events or setting;
- (f/g) recall prior knowledge on the subject;
- (h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) presents mostly familiar characters, setting or events in mostly everyday language;
- (b) has more than one clearly indicated voice or perspective;
- (c) may contain related illustrations;
- (d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence;
- (e) has the structure of a story about a paragraph long

by being able to

- (f/g) identify the main point and general flow of the story or piece;
- (f/g) locate key descriptive details;
- (f/g) link it to prior personal knowledge or experiences, with similar stories or literary texts;
- (h) express an opinion on particular characters or the story as a whole.

Exit Level 3

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) introduces ideas or people or settings from unfamiliar times or places, with some unknown vocabulary;
- (b) includes changes in voice or tone that are not always clearly signalled;
- (c) may contain illustrations that add to, rather than, illustrate the text;
- (d) is constructed by a variety of sentence structures and tenses, not necessarily presenting a strictly chronological order;
- (e) has the structure of a familiar recount or literary type, at least a page long

by being able to

- (f/g) identify and describe the main stages in the piece;
- (f/g) locate and explain the meaning of key words and phrases;
- (f/g) determine the purpose and message of this narrative or literary piece;
- (f/g) find examples of the techniques used to achieve this end;
- (h) contrast with known comparable texts.

Exit Level 4

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) introduces a wide range of not necessarily familiar concepts, characters, places, events and/or ideas in very precise detailed or abstract language;
- (b) has some formality and diversity of tone, and with some meanings implied;
- (c) may feature no illustrations, or use ambiguous ones;
- (d) sequences the chronology through complex sentence structures, sometimes relying on literary devices to evoke atmosphere or feelings, or abstractions to make moral points;
- (e) is a variation on a familiar literary shape or a complex version of that type, usually over one page long

by being able to

- (f/g) empathise with and describe the feelings, beliefs and sensations evolved;
- (f/g) summarise the structure and flow of the story or piece;
- (f/g) recognise and identify the most significant information, including inferred ideas, by pointing to evidence in the text;
- (f/g) review own prior knowledge or thoughts about the genre or subject matter;
- (h) identify and examine the fundamental point of view shaping the text;
- (h) form and justify a personal opinion on the format chosen and the ideas/values expressed.

READING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:

- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:

- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a practical text that:

- (a) describes familiar procedures in everyday words;
- (b) emphasises the separate steps in the process in a relatively informal tone;
- (c) may include one or two clearly drawn, suitably-placed, diagrams;
- (d) uses single words or 1 - 3 short simple sentences
- (e) is a rudimentary set of instructions or procedures

by being able to

- (f/g) know the purpose of the text from the layout and graphics;
- (f/g) recognise each word;
- (f/g) recall prior knowledge of the subject;
- (g/h) carry out the task described, or know if more information is needed;
- (h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a practical text that:

- (a) describes familiar procedures, in mostly everyday words;
- (b) addresses the reader with some formality;
- (c) may include a number of graphic features;
- (d) uses more than one sentence type, such as one word lists and simple sentences in the imperative;
- (e) is a familiar, instructional type, perhaps with heading and sub-headings, about one paragraph in length

by being able to

- (f/g) know the purposes of the text from the layout, headings and graphics;
- (f/g) know how to comprehend the few unknown words;
- (f/g) scan for particular details;
- (f/g) link it to prior knowledge on the matter;
- (g/h) carry out the task described, or know what information, if more, is needed;
- (h) distinguish between the description of the technique or task and any other messages conveyed by the text.

Exit Level 3

Can demonstrate meaning has been made from a practical text that:

- (a) describes unfamiliar procedures in a vocabulary that contains some technical terms;
- (b) is not necessarily a straight-forward sequence of commands, perhaps containing information or interpretations that distract from the task or process;
- (c) may include complex graphic material;
- (d) contains sentences that emphasise detail, position and sequence;
- (e) is organised into at least 3 different textual chunks, up to half a page long overall

by being able to

- (f/g) state the purpose of the text from the layout, headings, graphics and skimming the whole text;
- (f/g) comprehend new technical words and explain the meaning of key words and phrases;
- (g) carry out the task or process described;
- (h) assess the effectiveness of the text as an instruction-giver;
- (h) recognise that it conveys a particular point of view.

Exit Level 4

Can demonstrate meaning has been made from a practical text that:

- (a) contains some unfamiliar ideas, specialist knowledge and technical language;
- (b) embodies a range of tones, possibly including related topical information and/or a commentary as well as the instructions;
- (c) may include ill-placed and/or highly complex diagrams;
- (d) uses a range of sentence structures;
- (e) is a complex example of its type, both in layout and in detail, or one with numerous distractions, up to at least one page in length

by being able to

- (f/g) state the primary purpose of the text from layout, headings, graphics and skimming the whole text;
- (f/g) pick out the key stages in the sequence and identify the other most significant parts of the text;
- (g) follow the instructions and/or carry out the task described accurately and completely;
- (h) differentiate between instruction and interpretation;
- (h) identify any shortcomings or misleading information in the text;
- (h) identify and critique the point of view stated, implied or inferred by the text;
- (h) review own prior knowledge and techniques related to this matter and genre.

READING COMPETENCE AT A GLANCE

READING COMPETENCE: Literacy for Knowledge

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:
- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:
- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a reference or informative text that:
- (a) deals with a familiar topic in everyday language;
- (b) is relatively informal in tone;
- (c) contains simple graphic aids or illustrations;
- (d) is composed of simple sentences;
- (e) is an objectively presented simple introduction to the topic from one to three sentences long

by being able to
- (f/g) get the main point;
- (f/g) locate one-word specific information;
- (f/g) recall prior knowledge on the topic;
- (h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate meaning has been made from a reference or informative text that:
- (a) deals mostly with a familiar topic in mostly everyday language;
- (b) is completely in the formal tone of the third person;
- (c) contains different types of images;
- (d) describes relationships between events, phenomena or ideas sequentially;
- (e) is an information text that is organised around "objective" description, classification or explanation at least one paragraph long;

by being able to
- (f/g) recognise its particular shape and sequence;
- (f/g) point to the key sentences, often open and closing ones, that summarise the main point(s);
- (f/g) distinguish between generalisations and specific features or examples;
- (f/g) link it to prior knowledge on the subject;
- (h) detect any overtly expressed opinion(s).

Exit Level 3

Can demonstrate meaning has been made from a reference or informative text that:
- (a) contains abstractions and specialist knowledge and terms (including abbreviations);
- (b) is distant and impersonal in tone;
- (c) may rely on technical drawings or concept maps to convey some of the information;
- (d) uses language patterns that define, describe, explain, categorise, or classify;
- (e) may be organised in a variety of formats, from dictionaries to reports to subject-specific text books, up to at least one page long

by being able to
- (f/g) state the main points or ideas presented;
- (f/g) point to the language devices that link the ideas in the text;
- (f/g) explain the meaning of key words and phrases;
- (f/g) spot missing, misleading or questionable information, evidence, sequence or examples;
- (h) describe the world view conveyed explicitly or implicitly in the text;
- (h) describe the relationship between the knowledge presented in the text and prior knowledge.

Exit Level 4

Can demonstrate meaning has been made from a reference or informative text that:
- (a) contains detailed descriptions and some unfamiliar information in specialised language;
- (b) is written as if a neutral presentation;
- (c) may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations;
- (d) is constructed from complex sentence and paragraph structures, featuring abstract nouns, densely packed with meaning
- (e) is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

by being able to
- (f/g) identify the main ideas, the subordinate ideas and the examples given;
- (f/g) identify and describe the nature of the conceptual relationship within the text, i.e. whether cause-and-effect; problem-solution; or a system of classification;
- (g) extract information relevant to a given research task;
- (g) use any features such as bibliographies or footnotes for tracking down extra information;
- (h) differentiate between data and interpretation;
- (h) analyse the conclusions reached;
- (h) review and re-arrange prior knowledge of the subject and genre.

READING COMPETENCE: Literacy for Public Debate

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning
- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing
- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a persuasive text that:
- (a) is concerned with a familiar topic and presented in strong everyday language;
- (b) is conversational and straight-forward in tone;
- (c) that may include a supportive or blatant image that confirms the language;
- (d) consists of single words or simple sentences structured to persuade;
- (e) is an expression of opinion, from one to three sentences long

by being able to
- (f/g) state the point of view presented;
- (f/g) point to any reasons given to justify this;
- (f/g) recall any prior knowledge of the subject matter;
- (h) express an opinion on the strength or weakness of the position put, providing one simple valid reason for this assessment;
- (h) give own general viewpoint on the matter.

Exit Level 2

Can demonstrate that meaning has been made from a persuasive text that:
- (a) features a familiar social or personal topic in mostly familiar language;
- (b) has a touch of formality and fervour about it;
- (c) may include images that add new information;
- (d) hinges on the words and phrases that link the ideas, and the power of the evidence;
- (e) is structured to provide both viewpoint and evidence, at least a paragraph long;

by being able to
- (f/g) recognise that the text is shaped to persuade;
- (f/g) distinguish between the idea proposed and the evidence offered;
- (f/g) link it to prior knowledge of the subject matter;
- (h) find examples of any persuasive devices used, and for what effect;
- (h) rate it as a persuasive piece, giving reasons why.

Exit Level 3

Can demonstrate that meaning has been made from a persuasive text that:
- (a) features abstract concepts and principles;
- (b) conveys a tone of indisputable reasonableness;
- (c) may include images with mixed messages;
- (d) uses language to make logical connections and inferences;
- (e) may be a discussion of "pros" and "cons", or an argument for one point of view up to three paragraphs long

by being able to
- (f/g) describe the stages in the development of the argument;
- (f/g) identify the key ideas and supporting evidence or examples;
- (f/g) assess the appropriacy and/or relevance of the evidence;
- (f/g) explain the meaning of key words and phrases;
- (h) highlight the strengths and weaknesses in the text;
- (h) make a comparison between the stance conveyed by the text and the reader's own position.

Exit Level 4

Can demonstrate that meaning has been made from a persuasive text that:
- (a) introduces both familiar and unfamiliar concepts, ideas and language;
- (b) is seriously formal or ambiguous in tone;
- (c) may include images that emanate subtle or subliminal messages;
- (d) consists of complex sentence and paragraph structures in which the ideas and evidence presented, are both explicit and implicit;
- (e) is a highly structured piece of argument, up to at least one page long, or of a particularly intense density that may be quite short.

by being able to
- (f/g) state the fundamental purpose of the piece;
- (f/g) describe the nature, structure and flow of the argument put forward;
- (h) name, list and evaluate the reasons and evidence given, whether relevant/irrelevant, logical/illogical, valid/invalid, true/untrue;
- (h) assess the overall effectiveness of the text, giving reasons;
- (h) describe the underlying values system implicit in the text;
- (h) describe how it relates to, and re-arranges own prior knowledge of, and position on, the subject matter and genre.

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ADULT BASIC EDUCATION ACCREDITATION FRAMEWORK PROJECT

VOLUME TWO
APPENDICES

DRAFT COMPETENCE STATEMENTS FOR ADULT READING AND WRITING

State Training Board and
Division of Further Education
Ministry of Employment,
Post - Secondary Education
and Training, Victoria.

STATE TRAINING BOARD VICTORIA

dfe

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Appendix One

NINE EDUCATIONAL PRINCIPLES: Some questions addressed

NINE EDUCATIONAL PRINCIPLES: Some questions addressed

PRINCIPLE ONE: *Literacy cannot be talked about as if it is a monolithic undifferentiated whole, but rather that it needs to be seen as an amalgam of distinctive "literacies" requiring a range of capacities to read and write texts that have been constructed for quite particular social purposes.*

What is literacy learning?

Most Victorian literacy curriculum documents argue that literacy should be seen as the integration of speaking, listening, reading and writing and that student development be described in terms of increasing competence in each of these. This literacy model, whilst endorsing the integration of speaking, listening, reading and writing, insists that literacy should not be defined only as facility with different communication channels or linguistic media. Rather, these acts of speaking, listening, reading and writing should be seen as ways of participating in social life. Communication is not simply sending messages to one another, but ways of engaging with one another to build aspects and patterns of meaning in social life. Thus literacy learning is an apprenticeship into the ways of speaking, listening, reading and writing that determine and result from different social contexts.

There are, however, significant differences between speaking and listening on the one hand, and reading and writing on the other. Speaking and listening tend to be more interactive and thus more actively engaged in concrete action, while reading and writing tend to be more distant and abstract and hence more reflective. Both capacities, the capacity for concrete action and the capacity for abstract understanding, are important for full participation in contemporary life.

PRINCIPLE TWO: *The four "literacies" - herein named as literacy for self-expression, literacy for practical purposes, literacy for knowledge and literacy for participation in public debate - are fundamental to the development of the versatile and critical competence needed for active participation in family, community and civic life, the workplace and commercial life, education and governmental institutions.*

Why four literacies?

These four literacies make up a greater whole called "literacy". Singling out four is not meant to imply that there is an infinite number of "literacies" abroad, and that these four have been chosen at random, or at the exclusion of others. They are the result of taking a closer look at the global term "literacy" in order to be very specific about what "literacy" entails. The four combined provide not only a comprehensive model, encompassing the range of literacy activities to be found in Victoria ALBE programs today, but also a broadly accommodating structure for talking about literacy as it is evolving in Victoria today. These four "literacies" were chosen because, together, they equip adults for the civic, socio-cultural and job-related demands that contemporary Australian society places on its citizens.

Described according to the particular social purposes they serve within contemporary social life, these four literacies can be briefly summarised as:

* **literacy for self-expression**: the capacity to read and write texts that describe personal or vicarious experience, that experiment with the use of language itself. It is often associated with the domain of personal values and identity formation (eg. stories and journals);
* **literacy for practical purposes** - the capacity to read and write texts that give instructions, that initiate actions, that describe how to undertake various learning strategies or complete tasks. It is often associated with the domain of practical skill development (eg. manuals and safety regulations);
* **literacy for knowledge** - the capacity to read and write texts that describe or explain "objectively", that favour the process of classifying and sequencing of scientific or cultural phenomena, that sequence information about particular topics. It is often associated with the domain of factual knowledge acquisition (eg. dictionaries and encyclopaedia);
* **literacy for public debate** - the capacity to read and write texts that discuss or argue through a series of propositions. It is often associated with the domain of civic participation (eg. "letters to the editor" and publicity material).

Thus defined, these four literacies embrace the range of texts associated with private life, the community, the workplace, education, politics and bureaucracy. Because they spell out the different sorts of literacies that constitute the literacy demands of life today, they make it abundantly clear that competence in all four is necessary for full and active participation. Indeed, together they provide the requirements needed to achieve the traditional ALBE aims of personal development, employment, further study and/or community participation. A more detailed description of the four "literacies" or domains follows in the next section.

It is worth stressing, however, that because they are different literacies, each with its own distinctive social purpose and social outcomes, competence in one does not ensure competence in any of the others. It is to ensure that ALBE students become competent in <u>each</u> of these socially empowering literacies that this model has singled out, named and addressed these particular four.

PRINCIPLE THREE: *The four literacies, whilst named separately for the purpose of highlighting which literacies define literacy competence today, are <u>not autonomous compartments</u> that exist apart from each other.*

But can, or should they, be separated from each other?

The purpose of naming these four literacies is two-fold:

(a) to stress that "literacy" is made up of distinctive purpose-specific "literacies", and that the four named here are derived from what our society values as "literacy" today;

(b) to emphasise that literacy competence, and the knowledge and power that accompany it, must mean competence in all four literacies.

The act of naming is a deliberate act of making explicit what counts for (educational) achievement in Victoria today. This attempt to spell out what is often implicitly only known by the more educationally successful runs the risk, however, of implying that these four domains are stand-alone, disconnected entities. Any text contains traces, however faint, of the four. All four literacies co-exist within each other. Because all texts however have evolved to fulfil particular social purposes, in any situation one literacy serves that purpose better than any other, and is, therefore, the primary organising presence in that context for that purpose. For example, the narrative form has evolved to tell stories, to highlight the personal voice, whereas the procedural form has evolved to enable a clear description of how to carry out some particular activity. In any particular situation, that literacy, with its associated conventions and linguistic features will be the dominant influence, the others being servants to that end. So it is fitting to separate "literacy" into four literacies, each with its own special domain, whilst simultaneously remembering that each generally carries resonances of the others.

Competence then comes to consist of being able to understand and demonstrate the specific purposes of different texts, and of knowing when and how to recognise and construct multi-generic texts.

This stranding out, though necessarily an awkward contrivance, is proposed nevertheless as an essential first step by which a literate person approaches the ultimate goal of developing a vast repertoire of language resources. It is proposed as the groundwork needed for constructing, modifying, playing with and combining the four "literacies" specified here.

PRINCIPLE FOUR: *This literacy model does not concentrate on meaning at the expense of "the basics".*

What about "the basics" such as spelling, punctuation and grammar?

Although this literacy model is couched in terms of the way language is used to make meanings in specific contexts in relation to key purposes, it is essential to keep in mind that these meanings are made by drawing on the lexical and grammatical features of the English language. This means that to explicitly teach ALBE students how to participate in making the meanings appropriate to these different purposes necessarily entails detailed attention to "the basics" of language. Issues of spelling, grammar, punctuation, layout and vocabulary are key vehicles for teaching students precisely how to make the meanings they need.

For example, workers who need ALBE in order to undertake industry training need to understand the characteristic grammar used in their training curriculum documents for defining, illustrating and explaining procedures, uses, functions and structures. Explicit attention to the detailed linguistic ways these are done is crucial if workers are to read them with understanding.

So, this literacy model does not concentrate on meaning at the expense of "the basics". Rather it makes sense of "the basics" for ALBE students by relating "the basics" to meanings and purposes, and it makes sense of meanings and purposes by relating them back to "the basics" of language.

PRINCIPLE FIVE: *The development of competence in various literacies is intimately entwined with, and influenced by, cognitive, emotional, psychological and social factors.*

What about self-confidence and conceptual development?

The influence of cognitive, emotional, psychological and social development on literacy development, debated long and hard for quite some time now, is not ignored in this model. It is approached, however, in relation to what meaning a student makes of texts. The key principle underlying this model is that meaning-making is the result of the encounter between an individual person (and all the forces that shape and have shaped him/her) and the characteristics of the text in question. The diagram at the end of this section on page 8 illustrates this model. This diagram shows that key agents - gender, class, ethnicity, race, age and schooling - shape an individual's mind, voice and self. The term "mind, voice and self" is a short-hand way of talking about all those factors long recognised by literacy workers as shaping influences, factors such as self-confidence, cognitive ability, linguistic knowledge, personal and cultural experience, and general cultural and world knowledge. It also shows how the social purpose (whether self-expression, practical purposes, knowledge or public debate) shapes the way a text is constructed. Literacy competence comes to mean the degree of meaning-making that occurs when the two come into contact. As Appendix 7 shows, the degree of literacy competence is determined by the knowledge of texts a person brings, which in turn is determined by prior encounters with texts which is determined by the life experiences of the person to date.

There is some evidence that suggests that the maturing of self, voice and mind, alters a person's perception of language. As an individual's sense of self expands, so does his/her perception of the role and possibilities of language. This research suggests that the four stages described below, which relate quite strongly to the anecdotal evidence of ALBE practitioners about the stages in literacy development,are fairly common. These stages, described by Belenky et al, are:

(i) language as a tool for representing external experience ("gazing outward from own eyes");
(ii) language as a means of collecting facts, rather than ideas ("reads the lines and follows the plot - but not much reading between the lines");
(iii) language as an outlet for the inner voice ("believes first hand experience and the inner voice are the final arbiters of truth");
(iv) language as a repertoire of techniques for engaging in critical analysis and substantiating opinions ("recognises and respects the world's complexities).

This model therefore acknowledges the indisputable influence of psycho-social factors on how (and how well) students engage with texts by incorporating expanding cognitive and conceptual abilities into its descriptions of the four levels of increasing sophistication.

PRINCIPLE SIX: *ALBE programs, if they are to contribute to adults being effectively functioning human beings in a late twentieth century western society like Australia, need to teach students to recognise, interpret, use, critique and adapt the various "literacies" and related texts that exist in and shape our contemporary society.*

What do teachers and students need to know?

This model highlights the role of teacher as one knowledgeable about language, its conventions and purposes. It stresses the role of consciously initiating students into the full range of texts that make up and shape life today, and into the language and literacy activities needed to become both competent language users and critical thinkers in modern industrial society.

PRINCIPLE SEVEN: *Although different ALBE programs may emphasise a specific literacy, they will be unable to totally exclude the other literacies.*

Could a program teach one literacy only?

An ALBE program in a particular setting may be tempted to try to deal with only one of these literacies and exclude the other three. However, it would soon become clear that this was self-defeating and ineffective. Different programs will concentrate their focus on specific literacies but will find they cannot exclude the three literacies without undermining their own goal.

For example, a workplace ALBE program may try to focus only the language used for enacting specific workplace procedures. However, even in attempting this they will find that it is not possible to exclude issues to do with personality and culture (literacy for self expression), issues to do with understanding how and why machines and procedures are constructed as they are (literacy for knowledge), and issues to do with the meaning and motives of various policies and decisions (literacy for public debate). Attempting to exclude these issues would undermine skill formation for a multi-skilled workforce.

As the Finn Review has pointed out, these different competencies are increasingly complementary. So, although different ALBE contexts may emphasise a specific literacy, they will be unable to totally exclude the other literacies without undermining their own goals of providing effective programs.

PRINCIPLE EIGHT: *The scope of ALBE can be seen as a developmental pathway from the earliest stages of reading and writing to a readiness to undertake a wide range of employment, vocational training, and other formal study (including VCE) opportunities. Based on Victorian ALBE program trends, this learning model identifies four key milestones along this pathway.*

Why Four Levels?

The four stages chosen draw on the features of ALBE program design and placement practice and notions of progress that are commonly found in Victoria today. It became clear through the consultations that most practitioners work on an unwritten notion of student progression through stages, and it is this notion which they draw on when assessing students.

These particular four levels were chosen because this reflects where most Victorian ALBE practitioners locate the significant literacy milestones on a continuous unbroken pathway of literacy development. Whilst acknowledging that each level is very broad, spanning within it a huge range of literacy abilities, it is felt to be preferable to leave the fine tuning and sub-division within each level to the field-testing stage. One suggestion worth testing in this stage is that of sub-dividing each level into (i) beginning, (ii) developing and (iii) close to the competence described. This model already demonstrates this for level one as a way of plotting the steps towards reading/writing one sentence.

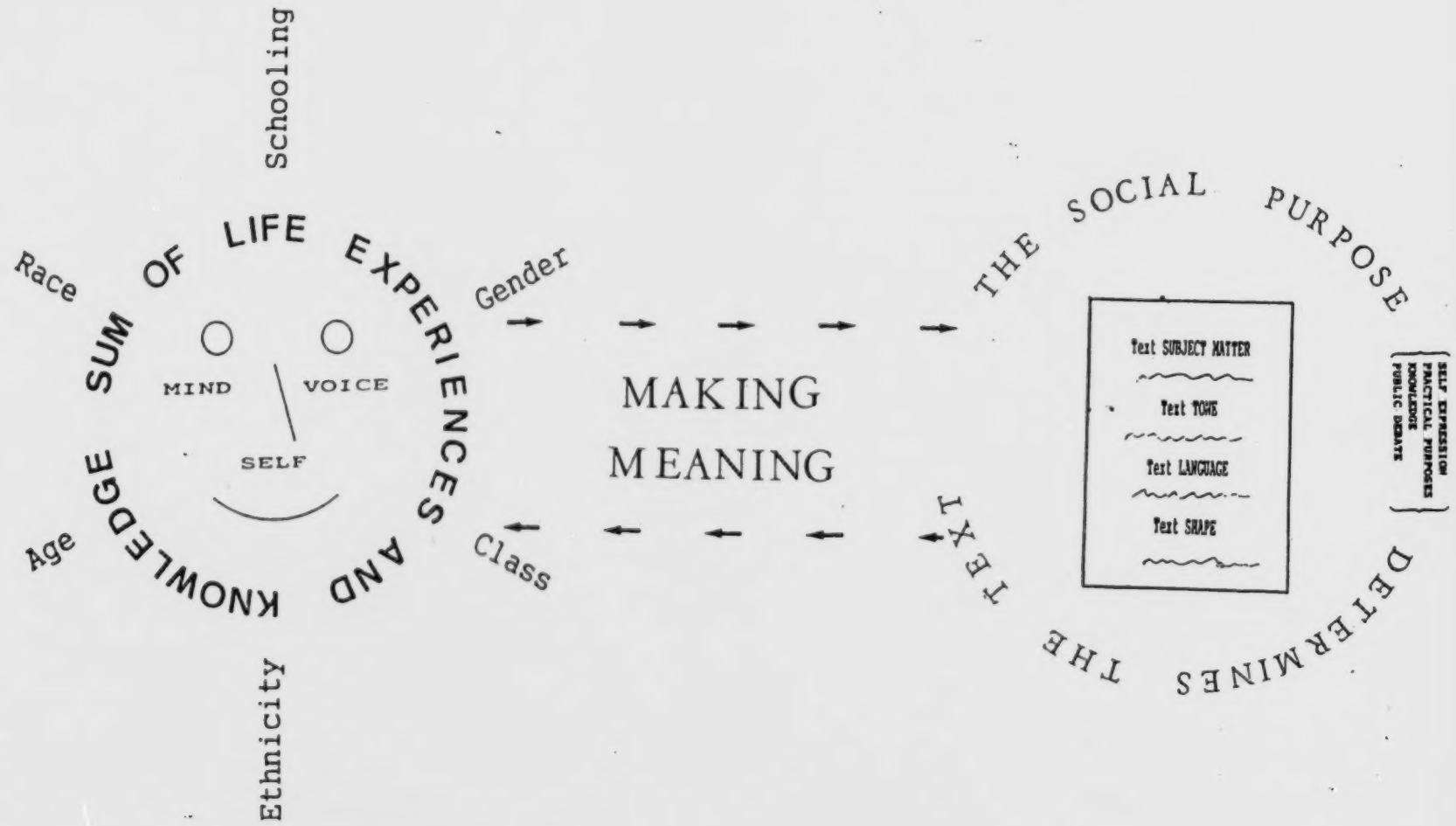
The Adult Basic Education framework therefore provides, for the first time, an opportunity for Victorian practitioners to speak a common language whilst referring to a common map of student progress. The particular strength of this literacy model is not only that it allows practitioners to have a common understanding of key literacy milestones, but it also provides a simple, but precise way of talking with students about areas of literacy competence where they are strong, and areas needing development. It provides a handy way of mapping where students are, and where they can, want or need to go. As well as highlighting the fruits of a student's labours, it provides a way of seeing what's budding. The characteristics of each level are described, in general conceptual terms, in the next section on the Four Literacies and, in particular language terms, in the competence statements themselves at the end of this document.

PRINCIPLE NINE: *This curriculum model, whilst inevitably culture-bound and time-bound like any human artefact constructed at a particular historical point in time, is designed to be flexible enough to accommodate a vast array of contexts and ALBE purposes.*

How culturally inclusive is it?

As Freebody and Luke assert, "Any notions about what constitutes satisfactory literacy performance are historically and culturally determined". Because we live in a culture of the printed word, in a society that prizes authorship and composition, and that rewards particular kinds of literacy competence, this model is quite consciously designed to ensure that contemporary adults can participate fully and effectively in that society, if they so choose.

By implication, however, it urges teachers and students to ask "Why does our society favour these literacies? What about the literacies other cultures value? What about other culturally valued forms of communication?" By implication, then, it demands discussion of the various ways in which different cultures employ different literacies, of the social justice issues to do with dominance and oppression, justice and injustice, power and powerlessness connected with language and literacy as expressed and measured in contemporary multicultural Australia.



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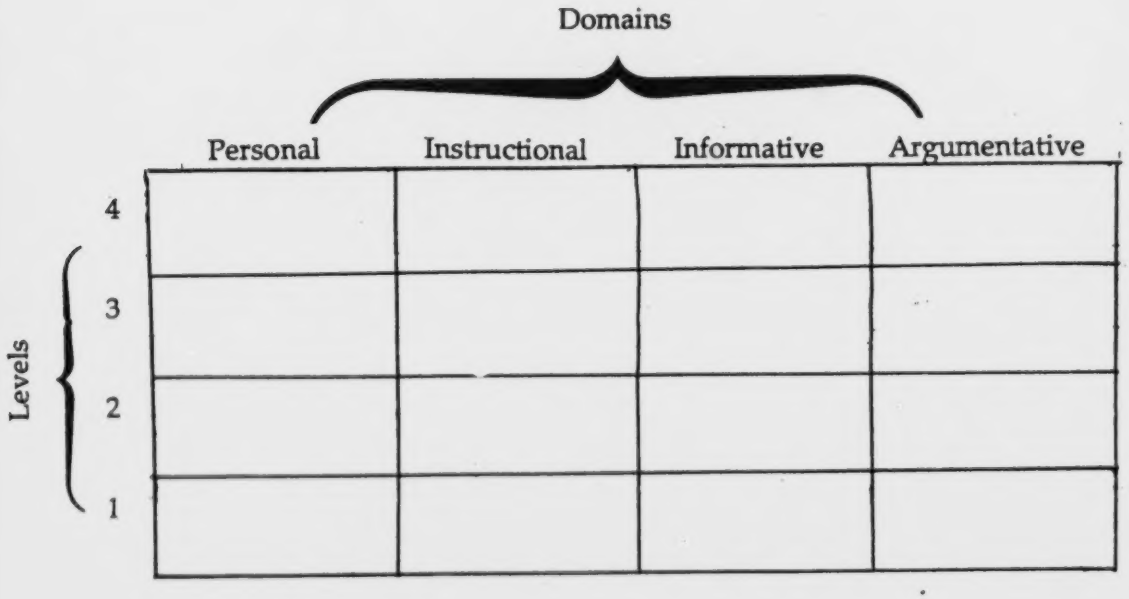
LITERACY COMPETENCE = MEANING-MAKING

Appendix Two

ORGANISATION OF THE COMPETENCE STATEMENTS

ORGANISATION OF THE COMPETENCE STATEMENTS

This project to develop adult literacy competence statements began with two hypotheses proposed by the Curriculum Design Working Group. They were to describe four levels of progress through four domains of literacy. This was often conveyed via the following empty diagram that shows the terms that were in use at that time:



One of the objectives of this first phase of this project was to fill in the diagram, in other words, to write the competence statements for each of Reading and Writing. This meant 16 statements (4 levels x 4 literacies) for Writing, and 16 for Reading.

The first issue to be resolved therefore, was how to design and organise the content of the statements. This came down to addressing:

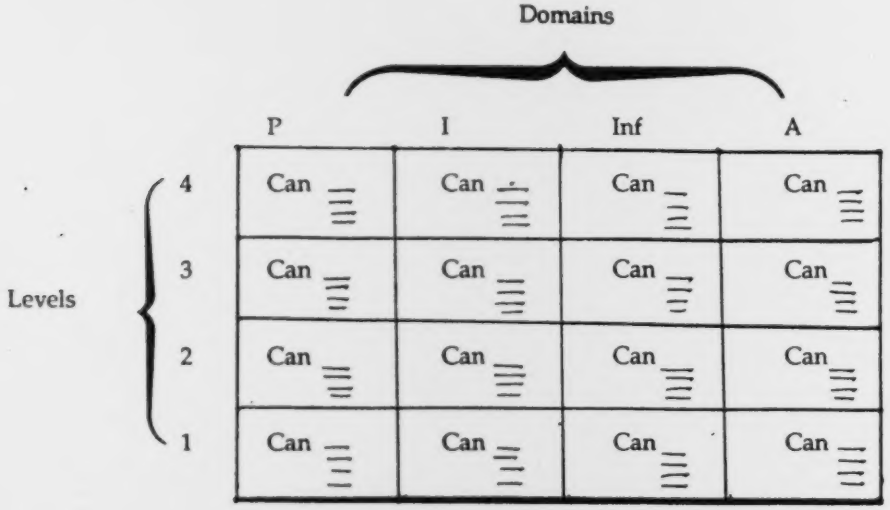
* what are the common strands running through each literacy domain along which progress can be plotted?

* how can the writing of the statements (incorporating these strands) be structured so that the developmental pathway through the levels is clear?

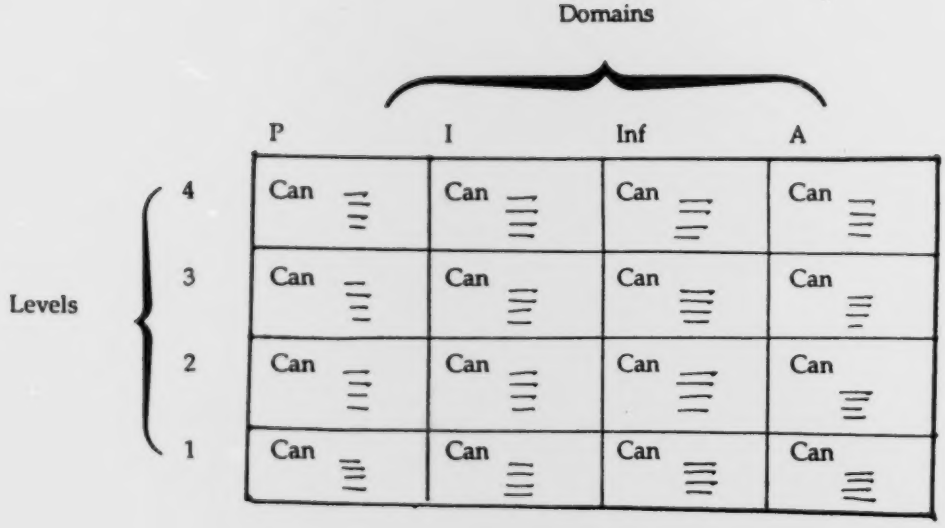
The common threads were chosen following an extensive literature search and after lengthy consultation with experienced ALBE practitioners in the field, all of whom are referred to in the "Acknowledgments". The common strands running through each level in each domain that were chosen have been designed both for Reading and Writing, and are separately described in the preludes to each of the Reading and

Writing Competence Statements in following sections.

The general structure chosen for presenting the Competence Statements was the same for both Writing and Reading. It hinged on the word "can", thus transforming the empty grid into:



WRITING



READING

Appendix Three

ORGANISATION OF THE WRITING COMPETENCE STATEMENTS

ORGANISATION OF THE WRITING COMPETENCE STATEMENTS

Introduction

The sixteen Writing competence statements describe the competence displayed at the "exit" end of each level. This then means that the "exit" level of one becomes a guide for "entry" level for the one to follow. For level one, the entry points chosen are descriptions of beginning and developing competence in forming letters, other print symbols and isolated words, the necessary pre-conditions for composing a piece of writing. *Exit level one* is defined as the composition of a sentence, however simple or brief.

All the statements in this discussion paper follow the same format. It is as follows:

Exit Level (..)
Can compose a (... NAME OF TEXT TYPE, e.g. narrative, procedural, factual, argumentative ...) that
(a) ... (something about the SUBJECT MATTER) ...
(b) ... (something about the TONE) ...
(c) ... (something about the LANGUAGE FEATURES) ...
(d) ... (something about the LENGTH/SHAPE) ...

} *Characteristics of the text, showing the four common strands*

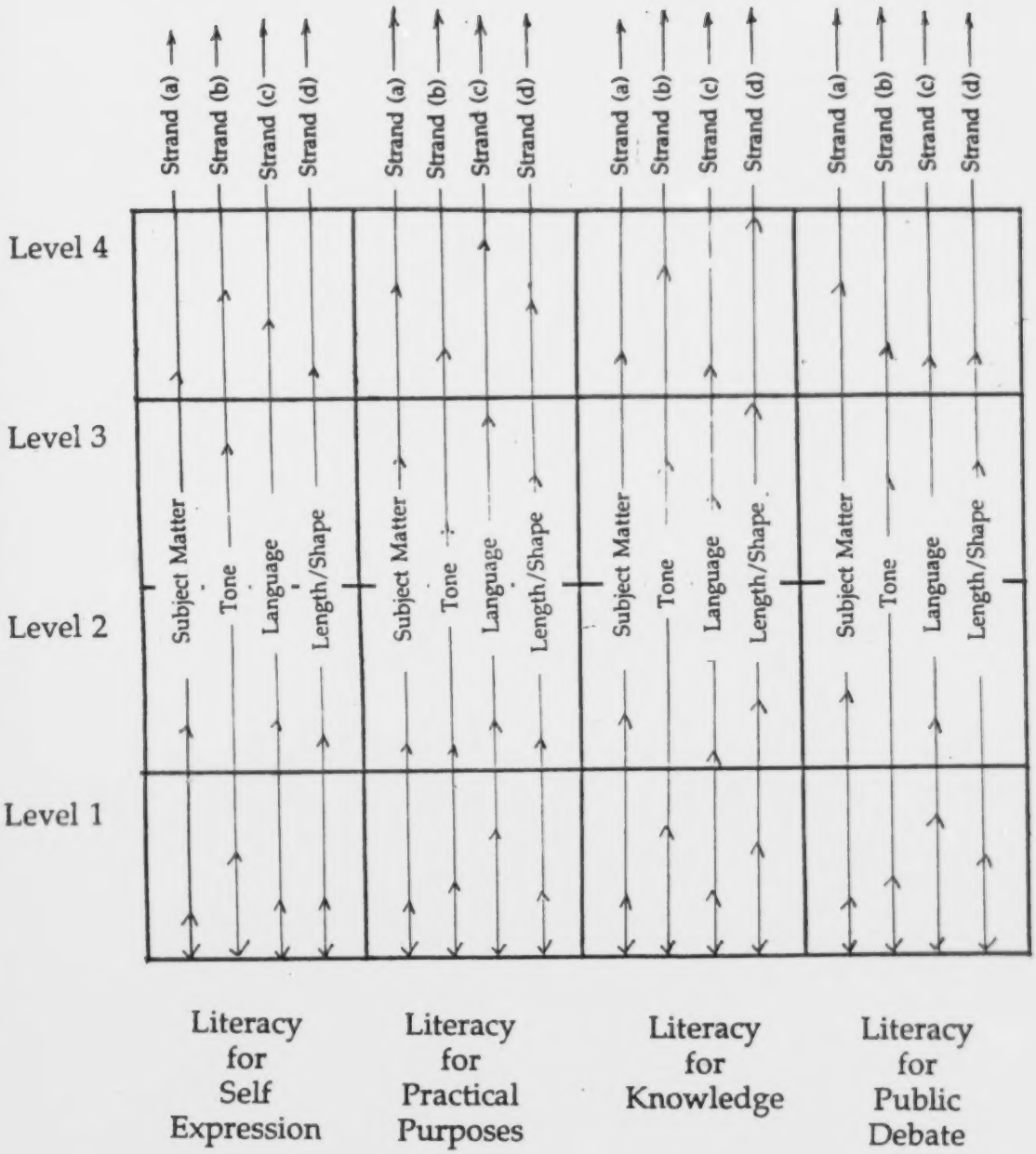
For example, the *level* 2 Writing competence statement for "Literacy for Public Debate" reads as follows:

Exit Level 2.
Can compose a simple argument (*NAME OF TEXT TYPE*) that:

(a) offers evidence for a point of view on the basis of personal and popular knowledge; *(SUBJECT MATTER)*
(b) appeals to the emotions through exclamations and emotive words; *(TONE)*
(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), with spasmodic accuracy in spelling; *(LANGUAGE FEATURES)*
(d) organises the paragraph into main point followed by reason. *(LENGTH/SHAPE)*

This format makes it possible to describe what a student <u>can</u> do, within each of the four literacies, at each of four exit levels, according to the same four criteria, referred to as (a) - (d) above, described in detail on pages 26 - 29.

The relationship between levels, literacies and strands is expressed graphically on the next page.


Strand (a)
Strand (b)
Strand (c)
Strand (d)
Level 4
Level 3
Level 2
Level 1
Subject Matter
Tone
Language
Length/Shape
Literacy for Self Expression
Literacy for Practical Purposes
Literacy for Knowledge
Literacy for Public Debate

WRITING

Value and Limitations of the Grid

The grid format, whilst a rigid representation, does have some virtues. It enables a lot of information to be condensed into a relatively small space. Depending on the information sought, the grid can be read in different ways for different purposes. Two popular needs it serves can be seen by reading it:

(i) vertically, as a developmental student pathway from entry *level 1* to exit *level 4*, the pathway being made up of four continuous strands, (a)-(d), that run right through the grid; or

(ii) horizontally, as a total statement at any one level providing a comprehensive literacy profile at that level.

Appendices 8 and 9 demonstrate both these purposes. Appendix 8 shows levels 1 to 4 in each literacy domain, and Appendix 9 shows the four literacies at each level. The whole picture of writing competence at a glance can be found in Volume One.

Strands in the Writing Competence Statements

The strands (a)-(d) referred to above summarise the factors that emerged as key features of texts, thus key indicators of writing development. These four aspects - *subject matter, tone, language features* (whether speech-like or writing-like) and *shape/length* - provide a multi-stranded way of looking at a text to see how meaning is constructed. The model enables the relationship between social purpose (whether self-expression, practical purpose, knowledge or public debate) and the text constructed to be studied at close range. The diagram below illustrates this relationship.

This diagram demonstrates that when the social purpose changes, so do the elements within the text constructed to achieve that purpose. For example, if the text is a set of instructions, the *shape or structure* of the text will be very different from that of a narrative or an argumentative essay. Likewise, the *subject matter* (knowledge and vocabulary) *tone* and *language devices* - the means of constructing that text - will all be influenced by the structure that best meets the purpose. The example shown at the beginning of this section shows how this happens with a simple argumentative text.

Each of the four strands ranges over a continuum from simple to more complex that is displayed on the following page.

Strand (a) refers to the *subject matter;*
strand (b) refers to the *tone* of the text;
strand (c) refers to the move from the *linguistic characteristics* associated with speech to those associated with writing;
and strand (d) refers to the overall *genre structure* or organisational patterns in the text.

The items clustered at the end of each continuum are an abbreviated way of defining the spectrum of development from *level one* to *level four* for each strand.

The four strands on the following pages describe some of the characteristics, and the degrees of sophistication in competence from exit *level one* to exit *level four* for each of the elements, *subject matter, tone, language modes* and *shape/length,* that make a text what it is. They are a way of describing writing that highlights meaning-making in composing any written piece. Describing competence in writing in relation to these four strands gives prominence to the content and the way it is organised, and sees the surface features as servants of meaning.

STRAND (a)

Entry Level 1

First hand here-and-now experience
Concrete/close/egocentric knowledge
Everyday knowledge and vocabulary
Imprecise unmodified generality
Literal

SUBJECT MATTER

Exit Level 4

Wide ranging in time and topic
Abstract/distant/multi-cultural/multi-perspective knowledge
Technical/specialist knowledge and vocabulary
Specific well-defined particularity
Inferential

STRAND (b)

Entry Level 1

Uncritical strance re subject matter
Highly personalised chatty tone
Writer embedded in the text
"Subjective"
Uncertainty/inappropriacy of mood(s) .

TONE

Exit Level 4

Critical relationship with subject matter
Impersonal more formal tone
Writer distant from text
"Objective"
Consistently and confidently sustained appropriate mood(s)

STRAND (c)

Entry Level 1
Spoken-like: language with action
Spontaneous
Shared context contributes to meaning
Dialogue
Immediate audience
External referencing: ambiguous reference to theme/participants outside speech
Lexically sparse (few content words)
Unbroken flow
Loosely co-ordinated simple sentences
Mostly additive conjunctions (e.g. "and")
Active voice
Predominance of verbs
Encoded in sound: intonation and pauses
Range and characteristics of spoken genres
Language accompanying action

LANGUAGE:
From Informal Speech to Formal Writing

Exit Level 4
Written-like: language of reflection
Pre-planned
Lexical items replace reference to external items
Monologue
Distant audience
Internal referencing: consistent tracking of theme/participants within the text
Lexically dense (a high percentage of content words)
Chunked into sentences, paragraphs, and the appropriate generic layout
Coherent organisation of different and complex clause types
Connections made through verbs and nouns as well as conjunctions
Passive voice
Use of nominalisation
Encoded in print: grapho-phonic conventions, with poor to high degree of accuracy in spelling
Range and characteristics of written genres
Language distant from the action

STRAND (d)

Entry Level 1

Rudimentary genre structure
Simple connections and organisation of ideas
Shortish: can sustain for a short while

SHAPE/LENGTH

Exit Level 4

Well developed and sustained genre structure
Complex connections and organisation of ideas
Longish: can sustain for some length

Appendix Four

WRITING COMPETENCE
16 statements
4 exit levels x 4 literacy domains

WRITING COMPETENCE: Literacy for Self Expression

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet
Developing
Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1
Can compose a recount that:

(a) presents a single familiar activity, idea or experience;

(b) expresses a "here-and-now" personal perspective;

(c) is arranged in simple chronological order, sometimes a long sentence with lots of "ands", and with uneven accuracy in spelling;

(d) is likely to be from 1-2 sentences.

Exit Level 2
Can compose a narrative, recount or piece of imaginative writing that:

(a) attempts to combine 2 - 4 personally familiar events, ideas or experiences;

(b) includes a broader personal view point than the personally immediate, referring to other times and places;

(c) uses pronouns precisely, provides descriptive details about actions/people/things/places/thoughts considered unfamiliar to the reader, and with spasmodic accuracy in spelling;

(d) is arranged into a coherent paragraph, the individual sentences being linked by language devices to do with time so as to form a fluid narrative sequence.

Exit Level 3
Can compose a narrative, recount or a piece of imaginative writing that:

(a) combines 3 or more ideas or experiences beyond the writer's own everyday, first-hand experience;

(b) acknowledges at least one other point of view;

(c) can connect personal views, personal experiences, the action and/or characters to more general ideas, and with considerable accuracy in spelling;

(d) sequences 2 paragraphs coherently and displays control of narrative chronology (past, present or future) and topic focus.

Exit Level 4
Can compose a narrative, recount or a piece of creative/imaginative/expressive writing that:

(a) ranges over a wide sweep of topics, beliefs, issues and experiences, either personal or imaginative;

(b) incorporates a range of values and perspectives, not all supportive of the writer's own view;

(c) uses literary devices and evocative descriptions of character and atmosphere to locate people and events in time and space, to convey feelings and to infer attitudes, and with a high degree of accuracy in spelling;

(d) shapes a variety of paragraph structures, sentence structures, descriptive devices, voices, rhythms and tenses to demonstrate a moral or point, the structure often consisting of some variation on setting/situation, problem, climax, resolution.

WRITING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet
Developing
Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1
Can compose a simple practical text that:

(a) describes familiar procedures in everyday terms;

(b) may move between "I" and "you";

(c) refers to the process/ingredients/steps in general terms, and with uneven accuracy in spelling;

(d) is usually one or two short sentences.

Exit Level 2
Can compose a practical text that:

(a) models a familiar type;

(b) describes process clearly, e.g. by beginning each sentence connected with the sequence of events with a verb;

(c) provides specific factual description (eg. shape, size, colour, amount, etc.) about the ingredients, utensils and/or procedures, with spasmodic accuracy in spelling;

(d) creates an orderly sequence through the use of headings, lists and linking words to do with time (eg. first, then ...).

Exit Level 3
Can compose two descriptions for the one procedure that:

(a) demonstrate the variations in layout and language features possible within the procedural type;

(b) display a variety of tones from formal to informal;

(c) provide quite detailed factual descriptions of both the materials and the process, with special attention to details of position and sequence, and with considerable accuracy in spelling;

(d) sequence logically and chronologically by clearly separating goals, materials (if relevant) and steps.

Exit Level 4
Can compose a detailed procedural description for either everyday and technical purposes that:

(a) displays knowledge of the specialist technical language and layout features of different instructional text types;

(b) may include a commentary (eg. usefulness, danger), as well as clear precise instructions;

(c) provides a very detailed outline of how, where, with what and when, without ambiguity, and with a high degree of accuracy in spelling;

(d) sequences logically by subdividing each stage into headings, sub-headings and numbers, and reinforces clarity with well-chosen, well-placed diagrams.

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet
Developing
Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1
Can compose a factual statement that:

(a) presents one or two items of familiar information in everyday commonplace language;

(b) uses the third person to convey a tone of formality but may include a personal opinion in the first person;

(c) relies mostly on simple sentences in the present tense to convey objective information about features or happenings, and with uneven accuracy in spelling;

(d) is likely to be 1 - 2 descriptive or explanatory sentences.

Exit Level 2
Can compose a short report that:

(a) organises a number of well-spaced items of factual information or explanation on one topic, using some technical language;

(b) presents information in the neutral tone of a researcher/reporter;

(c) relies mainly on active verbs to explain "how" or "why", to describe processes, events and procedures, and with spasmodic accuracy in spelling;

(d) starts with an initial general statement which is then followed by description or explanation, in which the information is ordered by cause-and-effect or classification connections.

Exit Level 3
Can compose an informative or explanatory report that:

(a) classifies different parts or topics of a knowledge area in relation to each other;

(b) creates a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject;

(c) shows early signs of condensing ideas, processes, descriptions and/or explanations into abstract nouns, with a considerable accuracy in spelling;

(d) sequences facts/explanations into an orderly system or a fluid sequence of topic paragraphs, often marked by an introductory topic sentence.

Exit Level 4
Can compose an informative, explanatory or academic report that:

(a) organises a range of concepts and facts within a specialist field of knowledge;

(b) presents the range of definitions or view points "objectively";

(c) features dense sentences containing a number of abstract concepts, and with a high degree of accuracy in spelling;

(d) organises paragraphs into a coherent system or account by using linking devices that show conceptual connections and/or causal relationships.

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piecé of writing.

Beginning
Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet
Developing
Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1
Can compose a statement of opinion that:

(a) expresses a personal point of view on a familiar matter;

(b) is expressed unconditionally;

(c) is expressed as a simple sentence, and with uneven accuracy in spelling.

(d) is a statement, not proof, of an opinion;

Exit Level 2
Can compose a simple argument that:

(a) offers evidence for a point of view on the basis of personal and popular knowledge;

(b) appeals to the emotions through exclamations and emotive words;

(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), and with spasmodic accuracy in spelling;

(d) organises the paragraph into a main point followed by reason.

Exit Level 3
Can compose an argumentative piece of writing that:

(a) engages with a personally relevant social or public issue;

(b) admits there are "pros" and "cons", and avoids sweeping one-sided emotive generalisations and expresses tentativeness;

(c) proves its point through linking ideas and information logically, and with considerable accuracy in spelling;

(d) sequences a piece into statement of issue, presentation of at least two reasons and summing up.

Exit Level 4
Can compose a reasoned argumentative text that:

(a) deals with abstract social concepts, issues or values of public concern;

(b) gives an analytical presentation of alternative evidence as well as the writer's own qualified position;

(c) links the main ideas, with evidence, references and quotes, into a persuasive logical whole through the use of connective devices associated with reasoning, and with a high degree of accuracy in spelling;

(d) moves from introduction, to presentation of several forms of evidence and/or points of view, to a summarising conclusion.

Appendix Five

ORGANISATION OF THE READING COMPETENCE STATEMENTS

ORGANISATION OF THE READING COMPETENCE STATEMENTS

Introduction

Each of the sixteen Reading competence statements describes the competence displayed at the "exit" end of each of the four levels for each of the four literacies. This then means that the "exit" level of one becomes a guide for the "entry" level for the one to follow. For level one, the entry points chosen are beginning and developing competence in recognising print symbols and in pronunciation, the necessary pre-conditions for making meaning of any text, no matter how basic. Exit *level one* is defined as making meaning of one sentence, however simple or brief.

The format is an extension of that designed for the Writing competence statements. Given the volume of variables in the reading process, and the complexity of their inter-action, the format is an attempt to catch this multi-faceted dynamism. The format chosen is two-layered, and looks like this:

Exit Level (..)
Can demonstrate that meaning has been made from a (... NAME OF TEXT TYPE, e.g. narrative, procedural, factual, argumentative ...) that

(a) ... (something about the SUBJECT MATTER) ...	*Characteristics of the text, showing the four common strands*
(b) ... (something about the TONE) ...	
(c) ... (something about the GRAPHIC FEATURES) ...	
(d) ... (something about the LANGUAGE FEATURES) ...	
(e) ... (something about SHAPE/LENGTH) ...	
by being able to	
(f) ... (something about COMPREHENSION) ...	*What the reader does with the text, showing the three common threads*
(g) ... (something about APPLICATION) ...	
(h) ... (something about CRITIQUE) ...	

For example, the *level 2* reading competence statement for "Literacy for Self-Expression" reads as follows:

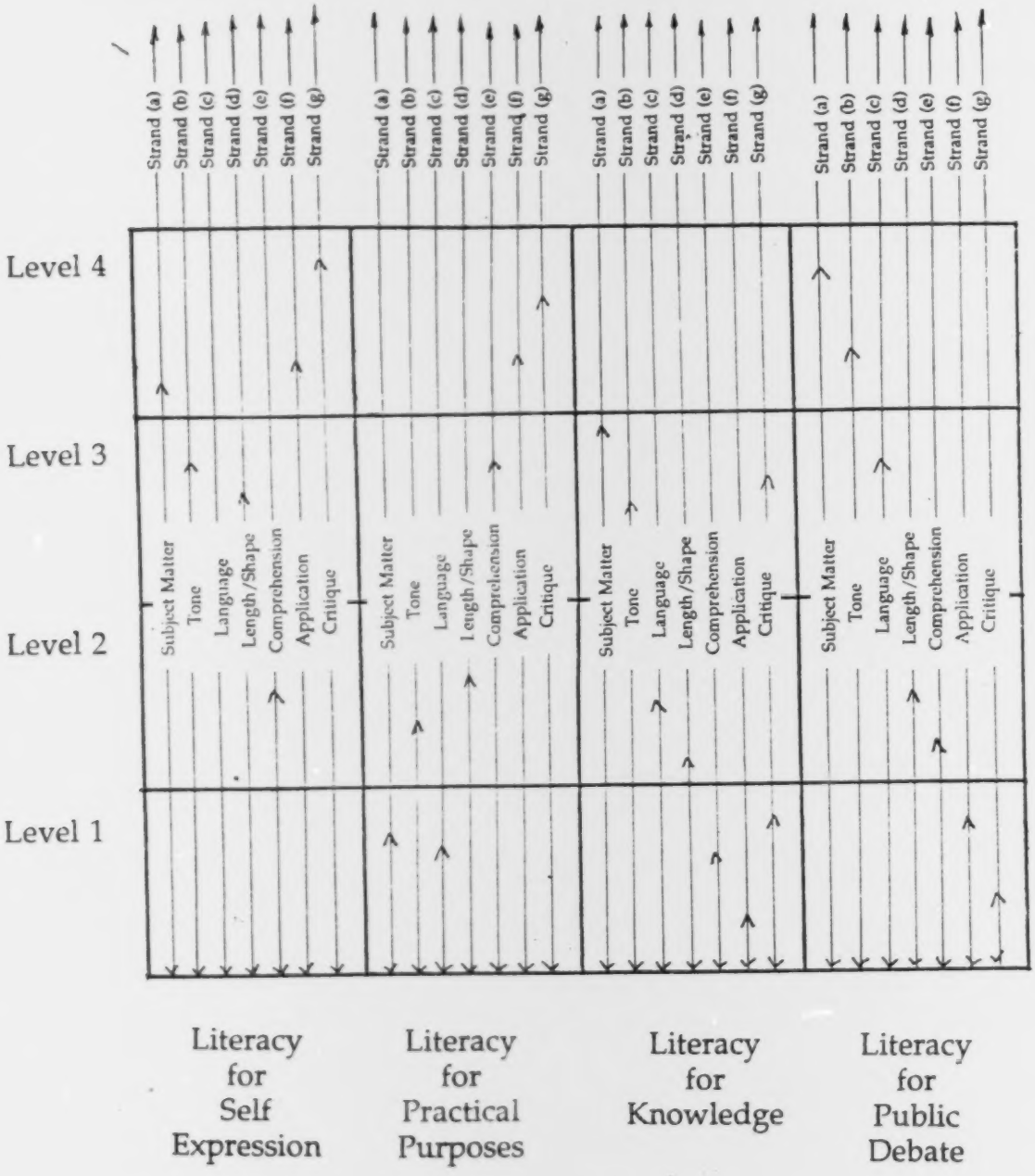
Exit Level 2
Can demonstrate that meaning has been made from a narrative or literary text *(NAME OF TEXT TYPE)* that:

(a) presents mostly familiar characters, setting or events in mostly everyday language *(SUBJECT MATTER)*;
(b) has more than one clearly indicated voice or perspective *(TONE)*;
(c) may contain related illustrations *(GRAPHICS)*;
(d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence *(LANGUAGE FEATURES)*;
(e) has the structure of a story about a paragraph long *(SHAPE/LENGTH)*.

by being able to

(f/g) identify the main point and general flow of the story or piece;
(f/g) locate key descriptive details;
(f/g) link it to prior personal knowledge or experiences, with similar stories or literary texts.
(h) express an opinion on particular characters or the story as a whole;

As with the Writing Statements, the strands, in this case strands (a) to (g), can be followed through each of the four levels, as illustrated below. As well, the picture of reading competence at any one level must incorporate the competence statements for each of the four literacies. Appendix 10 shows levels 1 to 4 for each literacy domain, and Appendix 11 shows the four literacies at each level. The whole picture of reading competence at a glance can be found in Volume One.



READING

In this literacy model, the main object of reading is taken to be that of making meaning from a text. The variables involved in reading are therefore considered to be the nature of the text itself and the range and nature of the resources the reader brings to that text. Many of these resources are deployed invisibly or silently: it is only when considering what is done with or said about the invisible processes that reading competence is made manifest. The strands, then, have been designed to incorporate the dynamic relationship between (a) the complexity of a text, on the one hand, and, on the other (b) the range of resources the reader brings and the various ways in which the reader demonstrates meaning-making.

It is important to acknowledge at this point the influence of Luke and Freebody's thinking on the choice and arrangement of these strands. There has been a conscientious attempt to take account of their position that a "successful reader in our society needs to develop and sustain the resources to adopt four related roles,

as code-breaker,
text participant,
text user and
text analyst".

The strands synthesise these roles.

Strands in the Reading Competence Statements.

Strands (a) - (e), descriptions of the independent threads that go to make texts, are similar to those presented in the section on the Writing Strands, with the addition of an extra one to do with graphics:

strand (a) refers to the subject matter;
strand (b) refers to the tone of the text;
strand (c) refers to the graphic features (where relevant);
strand (d) to the move from the linguistic characteristics associated with speech to those associated with writing; and
strand (e) refers to the overall genre structure or organisational patterns in the text.

The subsequent strands, strands (f) - (h) are descriptions of the inter-related manifestations of how reading competence is demonstrated, of what a competent reader does with the text. These have been categorised into strands to do with the degree of understanding displayed, effectiveness in using the text, and the extent of critical analysis undertaken:

strand (f) refers to the comprehension continuum;
strand (g) refers to the application continuum; and
strand (h) refers to the critique continuum.

Because they intertwine so much, they are often teamed together in the competence statements. Descriptions of these strands now follow.

STRAND (f)

Entry Level 1
Comprehend literal idea
Identify main idea
Recognise different basic text structures
Recall some prior knowledge of the subject/topic

COMPREHENSION

Exit Level 4
Comprehend inferential meaning
Identify key ideas and supporting details
Detect the significance of the relationship between organised patterns in texts (structure) and the ideas and was of knowing and thinking they express
Review and re-arrange knowledge of the subject/topic

STRAND (g)

Entry Level 1
Carry out a simply described task required by the text or an external agent (e.g. teacher)

APPLICATION

Exit Level 4
Carry out a complex or inadequately described task, required by the text or an external agent (e.g. teacher)

STRAND (h)

Entry Level 1
Recognise clearly expressed fact and opinion
Express a simple opinion on the topic, subject matter or general presentation

CRITIQUE

Exit Level 4
Differentiate between data and veiled interpretation
Identify and evaluate the ideas and values implied in and by the text, including the writer's standpoint

Appendix Six

READING COMPETENCE
16 statements
4 exit levels x 4 literacy domains

READING COMPETENCE: Literacy for Self-Expression

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning

Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

Developing

Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) presents recognisable people, setting or events in everyday words;
(b) is chatty in tone;
(c) may rely on well-placed, complementary illustrations;
(d) uses simple sentence structures;
(e) has a simple story shape from one to three sentences long

by being able to

(f/g) demonstrate word attack skills other than simple phonic ones;
(f/g) express graphically or verbally what the story or piece is generally about;
(f/g) identify particular minimal details about the characters, events or setting;
(f/g) recall prior knowledge on the subject;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) presents mostly familiar characters, setting or events in mostly everyday language;
(b) has more than one clearly indicated voice or perspective;
(c) may contain related illustrations;
(d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence;
(e) has the structure of a story about a paragraph long

by being able to

(f/g) identify the main point and general flow of the story or piece;
(f/g) locate key descriptive details;
(f/g) link it to prior personal knowledge or experiences, with similar stories or literary texts;
(h) express an opinion on particular characters or the story as a whole.

Exit Level 3

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) introduces ideas or people or settings from unfamiliar times or places, with some unknown vocabulary;
(b) includes changes in voice or tone that are not always clearly signalled;
(c) may contain illustrations that add to, rather than, illustrate the text;
(d) is constructed by a variety of sentence structures and tenses, not necessarily presenting a strictly chronological order;
(e) has the structure of a familiar recount or literary type, at least a page long

by being able to

(f/g) identify and describe the main stages in the piece;
(f/g) locate and explain the meaning of key words and phrases;
(f/g) determine the purpose and message of this narrative or literary piece;
(f/g) find examples of the techniques used to achieve this end;
(h) contrast with known comparable texts.

Exit Level 4

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) introduces a wide range of not necessarily familiar concepts, characters, places, events and/or ideas in very precise detailed or abstract language;
(b) has some formality and diversity of tone, and with some meanings implied;
(c) may feature no illustrations, or use ambiguous ones;
(d) sequences the chronology through complex sentence structures, sometimes relying on literary devices to evoke atmosphere or feelings, or abstractions to make moral points;
(e) is a variation on a familiar literary shape or a complex version of that type, usually over one page long

by being able to

(f/g) empathise with and describe the feelings, beliefs and sensations evolved;
(f/g) summarise the structure and flow of the story or piece;
(f/g) recognise and identify the most significant information, including inferred ideas, by pointing to evidence in the text;
(f/g) review own prior knowledge or thoughts about the genre or subject matter;
(h) identify and examine the fundamental point of view shaping the text;
(h) form and justify a personal opinion on the format chosen and the ideas/values expressed.

READING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning

Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

Developing

Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a practical text that:

(a) describes familiar procedures in everyday words;
(b) emphasises the separate steps in the process in a relatively informal tone;
(c) may include one or two clearly drawn, suitably-placed, diagrams;
(d) uses single words or 1 - 3 short simple sentences
(e) is a rudimentary set of instructions or procedures

by being able to

(f/g) know the purpose of the text from the layout and graphics;
(f/g) recognise each word;
(f/g) recall prior knowledge of the subject;
(g/h) carry out the task described, or know if more information is needed;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a practical text that:

(a) describes familiar procedures, in mostly everyday words;
(b) addresses the reader with some formality;
(c) may include a number of graphic features;
(d) uses more than one sentence type, such as one word lists and simple sentences in the imperative;
(e) is a familiar, instructional type, perhaps with heading and sub-headings, about one paragraph in length

by being able to

(f/g) know the purposes of the text from the layout, headings and graphics;
(f/g) know how to comprehend the few unknown words;
(f/g) scan for particular details;
(f/g) link it to prior knowledge on the matter;
(g/h) carry out the task described, or know what information, if more, is needed;
(h) distinguish between the description of the technique or task and any other messages conveyed by the text.

Exit Level 3

Can demonstrate meaning has been made from a practical text that:

(a) describes unfamiliar procedures in a vocabulary that contains some technical terms;
(b) is not necessarily a straight-forward sequence of commands, perhaps containing information or interpretations that distract from the task or process;
(c) may include complex graphic material;
(d) contains sentences that emphasise detail, position and sequence;
(e) is organised into at least 3 different textual chunks, up to half a page long overall

by being able to

(f/g) state the purpose of the text from the layout, headings, graphics and skimming the whole text;
(f/g) comprehend new technical words and explain the meaning of key words and phrases;
(g) carry out the task or process described;
(h) assess the effectiveness of the text as an instruction-giver;
(h) recognise that it conveys a particular point of view.

Exit Level 4

Can demonstrate meaning has been made from a practical text that:

(a) contains some unfamiliar ideas, specialist knowledge and technical language;
(b) embodies a range of tones, possibly including related topical information and/or a commentary as well as the instructions;
(c) may include ill-placed and/or highly complex diagrams;
(d) uses a range of sentence structures;
(e) is a complex example of its type, both in layout and in detail, or one with numerous distractions, up to at least one page in length

by being able to

(f/g) state the primary purpose of the text from layout, headings, graphics and skimming the whole text;
(f/g) pick out the key stages in the sequence and identify the other most significant parts of the text;
(g) follow the instructions and/or carry out the task described accurately and completely;
(h) differentiate between instruction and interpretation;
(h) identify any shortcomings or misleading information in the text;
(h) identify and critique the point of view stated, implied or inferred by the text;
(h) review own prior knowledge and techniques related to this matter and genre.

READING COMPETENCE: Literacy for Knowledge

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning

Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

Developing

Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals with a familiar topic in everyday language;
(b) is relatively informal in tone;
(c) contains simple graphic aids or illustrations;
(d) is composed of simple sentences;
(e) is an objectively presented simple introduction to the topic from one to three sentences long

by being able to

(f/g) get the main point;
(f/g) locate one-word specific information;
(f/g) recall prior knowledge on the topic;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals mostly with a familiar topic in mostly everyday language;
(b) is completely in the formal tone of the third person;
(c) contains different types of images;
(d) describes relationships between events, phenomena or ideas sequentially;
(e) is an information text that is organised around "objective" description, classification or explanation at least one paragraph long;

by being able to

(f/g) recognise its particular shape and sequence;
(f/g) point to the key sentences, often open and closing ones, that summarise the main point(s);
(f/g) distinguish between generalisations and specific features or examples;
(f/g) link it to prior knowledge on the subject;
(h) detect any overtly expressed opinion(s).

Exit Level 3

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains abstractions and specialist knowledge and terms (including abbreviations);
(b) is distant and impersonal in tone;
(c) may rely on technical drawings or concept maps to convey some of the information;
(d) uses language patterns that define, describe, explain, categorise, or classify;
(e) may be organised in a variety of formats, from dictionaries to reports to subject-specific text books, up to at least one page long

by being able to

(f/g) state the main points or ideas presented;
(f/g) point to the language devices that link the ideas in the text;
(f/g) explain the meaning of key words and phrases;
(f/g) spot missing, misleading or questionable information, evidence, sequence or examples;
(h) describe the world view conveyed explicitly or implicitly in the text;
(h) describe the relationship between the knowledge presented in the text and prior knowledge.

Exit Level 4

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains detailed descriptions and some unfamiliar information in specialised language;
(b) is written as if a neutral presentation;
(c) may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations;
(d) is constructed from complex sentence and paragraph structures, featuring abstract nouns, densely packed with meaning
(e) is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

by being able to

(f/g) identify the main ideas, the subordinate ideas and the examples given;
(f/g) identify and describe the nature of the conceptual relationship within the text, i.e. whether cause-and-effect; problem-solution; or a system of classification;
(g) extract information relevant to a given research task;
(g) use any features such as bibliographies or footnotes for tracking down extra information;
(h) differentiate between data and interpretation;
(h) analyse the conclusions reached;
(h) review and re-arrange prior knowledge of the subject and genre.

READING COMPETENCE: Literacy for Public Debate

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning

Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

Developing

Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a persuasive text that:

(a) is concerned with a familiar topic and presented in strong everyday language;
(b) is conversational and straight-forward in tone;
(c) that may include a supportive or blatant image that confirms the language;
(d) consists of single words or simple sentences structured to persuade;
(e) is an expression of opinion, from one to three sentences long

by being able to

(f/g) state the point of view presented;
(f/g) point to any reasons given to justify this;
(f/g) recall any prior knowledge of the subject matter;
(h) express an opinion on the strength or weakness of the position put, providing one simple valid reason for this assessment;
(h) give own general viewpoint on the matter.

Exit Level 2

Can demonstrate that meaning has been made from a persuasive text that:

(a) features a familiar social or personal topic in mostly familiar language;
(b) has a touch of formality and fervour about it;
(c) may include images that add new information;
(d) hinges on the words and phrases that link the ideas, and the power of the evidence;
(e) is structured to provide both viewpoint and evidence, at least a paragraph long

by being able to

(f/g) recognise that the text is shaped to persuade;
(f/g) distinguish between the idea proposed and the evidence offered;
(f/g) link it to prior knowledge of the subject matter:
(h) find examples of any persuasive devices used, and for what effect;
(h) rate it as a persuasive piece, giving reasons why.

Exit Level 3

Can demonstrate that meaning has been made from a persuasive text that:

(a) features abstract concepts and principles;
(b) conveys a tone of indisputable reasonableness;
(c) may include images with mixed messages;
(d) uses language to make logical connections and inferences;
(e) may be a discussion of "pros" and "cons", or an argument for one point of view, up to three paragraphs long

by being able to

(f/g) describe the stages in the development of the argument;
(f/g) identify the key ideas and supporting evidence or examples;
(f/g) assess the appropriacy and/or relevance of the evidence;
(f/g) explain the meaning of key words and phrases;
(h) highlight the strengths and weaknesses in the text;
(h) make a comparison between the stance conveyed by the text and the reader's own position.

Exit Level 4

Can demonstrate that meaning has been made from a persuasive text that:

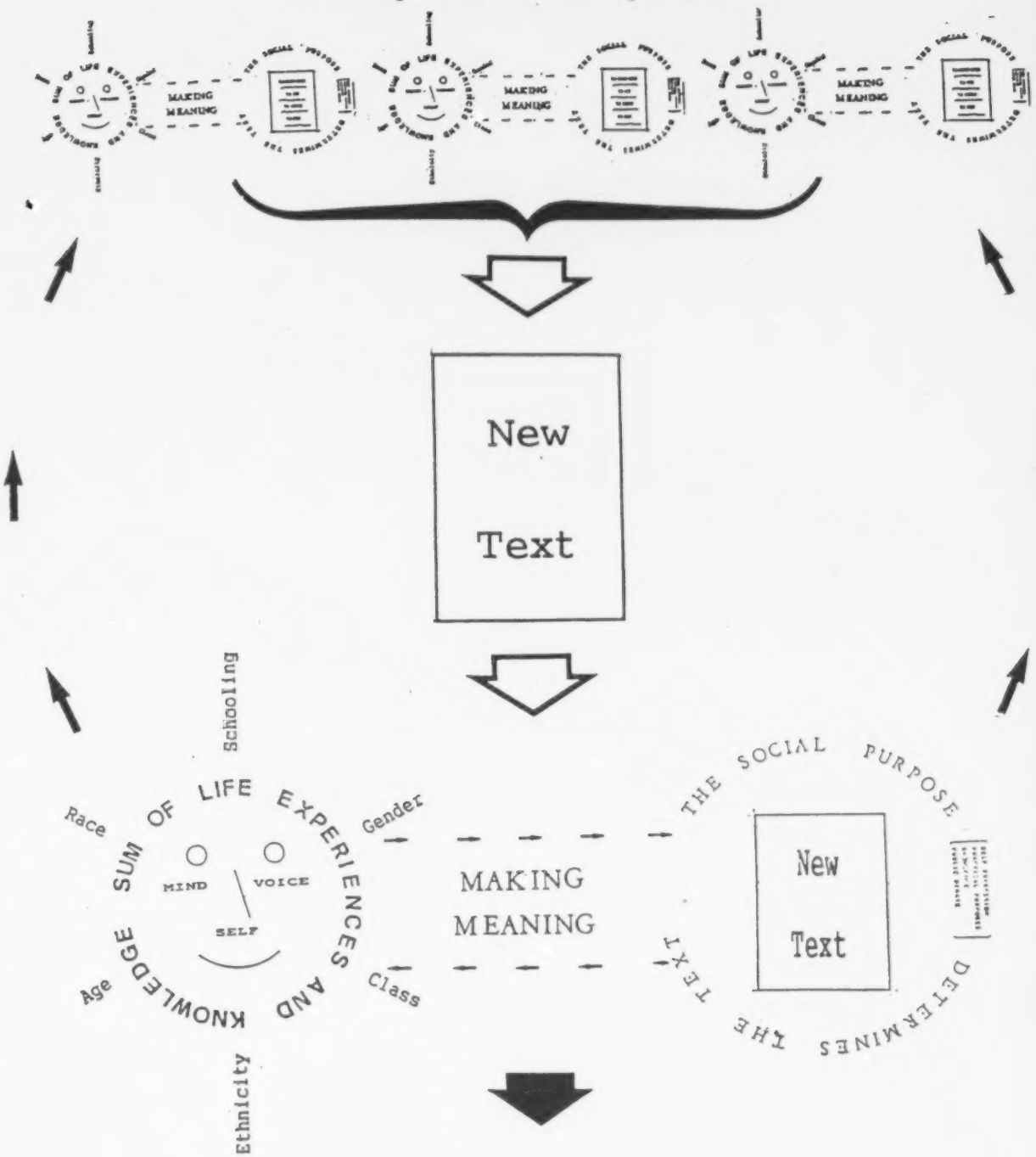
(a) introduces both familiar and unfamiliar concepts, ideas and language
(b) is seriously formal or ambiguous in tone;
(c) may include images that emanate subtle or subliminal messages;
(d) consists of complex sentence and paragraph structures in which the ideas, and evidence presented, are both explicit and implicit;
(e) is a highly structured piece of argument, up to at least one page long, or of a particularly intense density that may be quite short

by being able to

(f/g) state the fundamental purpose of the piece;
(f/g) describe the nature, structure and flow of the argument put forward;
(h) name, list and evaluate the reasons and evidence given, whether relevant/ irrelevant, logical/illogical, valid/invalid, true/untrue;
(h) assess the overall effectiveness of the text, giving reasons;
(h) describe the underlying values system implicit in the text;
(h) describe how it relates to, and re-arranges own prior knowledge of, and position on, the subject matter and genre.

Appendix Seven

A MODEL OF LITERACY COMPETENCE


Prior Experience In Making Meaning
MAKING MEANING
MAKING MEANING
MAKING MEANING
New Text
Schooling
Race
SUM OF LIFE EXPERIENCES AND KNOWLEDGE
Gender
Class
Age
Ethnicity
MIND
VOICE
SELF
MAKING MEANING
THE SOCIAL PURPOSE DETERMINES THE TEXT
New Text
Demonstrated Literacy Competence

Appendix Eight

WRITING COMPETENCE: Each of the 4 literacy domains, levels 1-4

Literacy for Self Expression p.49
Literacy for Practical Purposes p.50
Literacy for Knowledge p.51
Literacy for Public Debate p.52

WRITING COMPETENCE: Literacy for Self-Expression

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a recount that:

(a) presents a single familiar activity, idea or experience;
(b) expresses a "here-and-now" personal perspective;
(c) is arranged in simple chronological order, sometimes a long sentence with lots of "ands", and with uneven accuracy in spelling;
(d) is likely to be from 1-2 sentences.

Exit Level 2

Can compose a narrative, recount or piece of imaginative writing that:

(a) attempts to combine 2 - 4 personally familiar events, ideas or experiences;
(b) includes a broader personal view point than the personally immediate, referring to other times and places;
(c) uses pronouns precisely, provides descriptive details about actions/people/things/places/thoughts considered unfamiliar to the reader, and with spasmodic accuracy in spelling;
(d) is arranged into a coherent paragraph, the individual sentences being linked by language devices to do with time so as to form a fluid narrative sequence.

Exit Level 3

Can compose a narrative, recount or piece of imaginative writing that:

(a) combines 3 or more ideas or experiences beyond the writer's own everyday, first-hand experience;
(b) acknowledges at least one other point of view;
(c) can connect personal views, personal experiences, the action and/or characters to more general ideas, and with considerable accuracy in spelling;
(d) sequences 2 paragraphs coherently and displays control of narrative chronology (past, present or future) and topic focus.

Exit Level 4

Can compose a narrative, recount or a piece of creative/imaginative/expressive writing that:

(a) ranges over a wide sweep of topics, beliefs, issues and experiences, either personal or imaginative;
(b) incorporates a range of values and perspectives, not all supportive of the writer's own view;
(c) uses literary devices and evocative descriptions of character and atmosphere to locate people and events in time and space, to convey feelings to and infer attitudes, and with a high degree of accuracy in spelling;
(d) shapes a variety of paragraph structures, sentence structures, descriptive devices, voices, rhythms and tenses to demonstrate a moral or point, the structure often consisting of some variation on setting/situation, problem, climax, resolution.

WRITING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a simple practical text that:

(a) describes familiar procedures in everyday terms;
(b) may move between "I" and "you";
(c) refers to the process/ingredients/steps in general terms, and with uneven accuracy in spelling;
(d) is usually one or two short sentences.

Exit Level 2

Can compose a practical text that:

(a) models a familiar type;
(b) describes process clearly, e.g. by beginning each sentence connected with the sequence of events with a verb;
(c) provides specific factual description (eg. shape, size, colour, amount, etc.) about the ingredients, utensils and/or procedures, with spasmodic accuracy in spelling;
(d) creates an orderly sequence through the use of headings, lists and linking words to do with time (eg. first, then ...).

Exit Level 3

Can compose two descriptions for the one procedure that:

(a) demonstrates the variations in layout and language features possible within the procedural type;
(b) display a variety of tones from formal to informal;
(c) provide quite detailed factual descriptions of both the materials, and the process, with special attention to details of position and sequence, and with considerable accuracy in spelling;
(d) sequence logically and chronologically by clearly separating goals, materials (if relevant) and steps.

Exit Level 4

Can compose a detailed procedural description for both everyday and technical purposes that:

(a) displays knowledge of the specialist technical language and layout features of different instructional text types;
(b) may include a commentary (eg. usefulness, danger), as well as clear precise instructions;
(c) provides a very detailed outline of how, where, with what and when, without ambiguity, and with a high degree of accuracy in spelling;
(d) sequences logically by subdividing each stage into headings, sub-headings and numbers, and reinforces clarity with well-chosen, well-placed diagrams.

WRITING COMPETENCE: Literacy for Knowledge

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a factual statement that:

(a) presents one or two items of familiar information in everyday commonplace language;

(b) uses the third person to convey a tone of formality but may include a personal opinion in the first person;

(c) relies mostly on simple sentences in the present tense to convey objective information about features or happenings, and with uneven accuracy in spelling;

(d) is likely to be 1 - 2 descriptive or explanatory sentences.

Exit Level 2

Can compose a short report that:

(a) organises a number of well-spaced items of factual information or explanation on one topic, using some technical language;

(b) presents information in the neutral tone of a researcher/reporter;

(c) relies mainly on active verbs to explain "how" or "why", to describe processes, events and procedures, with spasmodic accuracy in spelling;

(d) starts with an initial general statement which is then followed by description or explanation, in which the information is ordered by cause-and-effect or classification connections.

Exit Level 3

Can compose an informative or explanatory report that:

(a) classifies different parts or topics of a knowledge area in relation to each other;

(b) creates a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject;

(c) shows early signs of condensing ideas, processes, descriptions and/or explanations into abstract nouns, and with a considerable accuracy of spelling;

(d) sequences facts/explanations into an orderly system or a fluid sequence of topic paragraphs, often marked by an introductory topic sentence.

Exit Level 4

Can compose an informative, explanatory or academic report that:

(a) organises a range of concepts and facts within a specialist field of knowledge;

(b) presents the range of definitions or view points "objectively";

(c) features dense sentences containing a number of abstract concepts, and with a high degree of accuracy in spelling;

(d) organises paragraphs into a coherent system or account by using linking devices that show conceptual connections and/or causal relationships.

WRITING COMPETENCE: Literacy for Public Debate

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a statement of opinion that:

(a) expresses a personal point of view on a familiar matter;
(b) is expressed unconditionally;
(c) is expressed as a simple sentence, and with uneven accuracy in spelling.
(d) is a statement, not proof, of an opinion;

Exit Level 2

Can compose a simple argument that:

(a) offers evidence for a point of view on the basis of personal and popular knowledge;
(b) appeals to the emotions through exclamations and emotive words;
(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), and with spasmodic accuracy in spelling;
(d) organises the paragraph into a main point followed by reason.

Exit Level 3

Can compose an argumentative piece of writing that:

(a) engages with a personally relevant social or public issue;
(b) admits there are "pros" and "cons", and avoids sweeping one-sided emotive generalisations and expresses tentativeness;
(c) proves its point through linking ideas and information logically, and with considerable accuracy in spelling;
(d) sequences a piece into statement of issue, presentation of at least two reasons and summing up.

Exit Level 4

Can compose a reasoned argumentative text that:

(a) deals with abstract social concepts, issues or values of public concern;
(b) gives an analytical presentation of alternative evidence as well as the writer's own qualified position;
(c) links the main ideas, with evidence, references and quotes, into a persuasive logical whole through the use of connective devices associated with reasoning, and with a high degree of accuracy in spelling;
(d) moves from introduction, to presentation of several forms of evidence and/or points of view, to a summarising conclusion.

Appendix Nine

WRITING COMPETENCE: Comprehensive literacy at each level

Level 1 p.54
Level 2 p.55
Level 3 p.56
Level 4 p.57

WRITING COMPETENCE : Level 1

Entry Level 1: degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning
- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing
- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Literacy for Self-Expression

Exit Level 1

Can compose a recount that:

(a) presents a single familiar activity, idea or experience;
(b) expresses a "here-and-now" personal perspective;
(c) is arranged in simple chronological order, sometimes a long sentence with lots of "ands", and with uneven accuracy in spelling;
(d) is likely to be from 1-2 sentences.

Literacy for Practical Purposes

Exit Level 1

Can compose a simple practical text that:

(a) describes familiar procedures in everyday terms;
(b) may move between "I" and "you";
(c) refers to the process/ingredients/steps in general terms, and with uneven accuracy in spelling;
(d) is usually one or two short sentences.

Literacy for Knowledge

Exit Level 1

Can compose a factual statement that:

(a) presents one or two items of familiar information in everyday commonplace language;
(b) uses the third person to convey a tone of formality but may include a personal opinion in the first person;
(c) relies mostly on simple sentences in the present tense to convey objective information about features or happenings, and with uneven accuracy in spelling;
(d) is likely to be 1 - 2 descriptive or explanatory sentences.

Literacy for Public Debate

Exit Level 1

Can compose a statement of opinion that:

(a) expresses a personal point of view on a familiar matter;
(b) is expressed unconditionally;
(c) is expressed as a simple sentence, and with uneven accuracy in spelling.
(d) is a statement, not proof, of an opinion;

WRITING COMPETENCE : Level 2

Literacy for Self-Expression

Exit Level 2

Can compose a narrative, recount or piece of imaginative writing that:

(a) attempts to combine 2 - 4 personally familiar events, ideas or experiences;

(b) includes a broader personal view point than the personally immediate, referring to other times and places;

(c) uses pronouns precisely, provides descriptive details about actions/people/things/places/thoughts considered unfamiliar to the reader, and with spasmodic accuracy in spelling;

(d) is arranged into a coherent paragraph, the individual sentences being linked by language devices to do with time so as to form a fluid narrative sequence.

Literacy for Practical Purposes

Exit Level 2

Can compose a practical text that:

(a) models a familiar type;

(b) describes process clearly, e.g. by beginning each sentence connected with the sequence of events with a verb;

(c) provides specific factual description (eg. shape, size, colour, amount, etc.) about the ingredients, utensils and/or procedures, with spasmodic accuracy in spelling;

(d) creates an orderly sequence through the use of headings, lists and linking words to do with time (eg. first, then ...).

Literacy for Knowledge

Exit Level 2

Can compose a short report that:

(a) organises a number of well-spaced items of factual information or explanation on one topic, using some technical language;

(b) presents information in the neutral tone of a researcher/reporter;

(c) relies mainly on active verbs to explain "how" or "why", to describe processes, events and procedures, with spasmodic accuracy in spelling;

(d) starts with an initial general statement which is then followed by description or explanation, in which the information is ordered by cause-and-effect or classification connections.

Literacy for Public Debate

Exit Level 2

Can compose a simple argument that:

(a) offers evidence for a point of view on the basis of personal and popular knowledge;

(b) appeals to the emotions through exclamations and emotive words;

(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), and with spasmodic accuracy in spelling;

(d) organises the paragraph into a main point followed by reason.

WRITING COMPETENCE : Level 3

Literacy for Self-Expression

Exit Level 3

Can compose a narrative, recount or piece of imaginative writing that:

(a) combines 3 or more ideas or experiences beyond the writer's own everyday, first-hand experience;

(b) acknowledges at least one other point of view;

(c) can connect personal views, personal experiences, the action and/or characters to more general ideas, and with considerable accuracy in spelling;

(d) sequences 2 paragraphs coherently and displays control of narrative chronology (past, present or future) and topic focus.

Literacy for Practical Purposes

Exit Level 3

Can compose two descriptions for the one procedure that:

(a) demonstrates the variations in layout and language features possible within the procedural type;

(b) display a variety of tones from formal to informal;

(c) provide quite detailed factual descriptions of both the materials, and the process, with special attention to details of position and sequence, and with considerable accuracy in spelling;

(d) sequence logically and chronologically by clearly separating goals, materials (if relevant) and steps.

Literacy for Knowledge

Exit Level 3

Can compose an informative or explanatory report that:

(a) classifies different parts or topics of a knowledge area in relation to each other;

(b) creates a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject;

(c) shows early signs of condensing ideas, processes, descriptions and/or explanations into abstract nouns, and with a considerable accuracy of spelling;

(d) sequences facts/explanations into an orderly system or a fluid sequence of topic paragraphs, often marked by an introductory topic sentence.

Literacy for Public Debate

Exit Level 3

Can compose an argumentative piece of writing that:

(a) engages with a personally relevant social or public issue;

(b) admits there are "pros" and "cons", and avoids sweeping one-sided emotive generalisations and expresses tentativeness;

(c) proves its point through linking ideas and information logically, and with considerable accuracy in spelling;

(d) sequences a piece into statement of issue, presentation of at least two reasons and summing up.

WRITING COMPETENCE : Level 4

Literacy for Self-Expression

Exit Level 4

Can compose a narrative, recount or a piece of creative/imaginative/expressive writing that:

(a) ranges over a wide sweep of topics, beliefs, issues and experiences, either personal or imaginative;

(b) incorporates a range of values and perspectives, not all supportive of the writer's own view;

(c) uses literary devices and evocative descriptions of character and atmosphere to locate people and events in time and space, to convey feelings to and infer attitudes, and with a high degree of accuracy in spelling;

(d) shapes a variety of paragraph structures, sentence structures, descriptive devices, voices, rhythms and tenses to demonstrate a moral or point, the structure often consisting of some variation on setting/situation, problem, climax, resolution.

Literacy for Practical Purposes

Exit Level 4

Can compose a detailed procedural description for both everyday and technical purposes that:

(a) displays knowledge of the specialist technical language and layout features of different instructional text types;

(b) may include a commentary (eg. usefulness, danger), as well as clear precise instructions;

(c) provides a very detailed outline of how, where, with what and when, without ambiguity, and with a high degree of accuracy in spelling;

(d) sequences logically by subdividing each stage into headings, sub-headings and numbers, and reinforces clarity with well-chosen, well-placed diagrams.

Literacy for Knowledge

Exit Level 4

Can compose an informative, explanatory or academic report that:

(a) organises a range of concepts and facts within a specialist field of knowledge;

(b) presents the range of definitions or view points "objectively";

(c) features dense sentences containing a number of abstract concepts, and with a high degree of accuracy in spelling;

(d) organises paragraphs into a coherent system or account by using linking devices that show conceptual connections and/or causal relationships.

Literacy for Public Debate

Exit Level 4

Can compose a reasoned argumentative text that:

(a) deals with abstract social concepts, issues or values of public concern;

(b) gives an analytical presentation of alternative evidence as well as the writer's own qualified position;

(c) links the main ideas, with evidence, references and quotes, into a persuasive logical whole through the use of connective devices associated with reasoning, and with a high degree of accuracy in spelling;

(d) moves from introduction, to presentation of several forms of evidence and/or points of view, to a summarising conclusion.

Appendix Ten

READING COMPETENCE: Each of the 4 literacy domains, levels 1-4

Literacy for Self Expression p.59
Literacy for Practical Purposes p.61
Literacy for Knowledge p.63
Literacy for Public Debate p.65

READING COMPETENCE: Literacy for Self-Expression

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:
- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:
- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) presents recognisable people, setting or events in everyday words;
(b) is chatty in tone;
(c) may rely on well-placed, complementary illustrations;
(d) uses simple sentence structures;
(e) has a simple story shape from one to three sentences long

by being able to

(f/g) demonstrate word attack skills other than simple phonic ones;
(f/g) express graphically or verbally what the story or piece is generally about;
(f/g) identify particular minimal details about the characters, events or setting;
(f/g) recall prior knowledge on the subject;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) presents mostly familiar characters, setting or events in mostly everyday language;
(b) has more than one clearly indicated voice or perspective;
(c) may contain related illustrations;
(d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence;
(e) has the structure of a story about a paragraph long

by being able to

(f/g) identify the main point and general flow of the story or piece;
(f/g) locate key descriptive details;
(f/g) link it to prior personal knowledge or experiences, with similar stories or literary texts;
(h) express an opinion on particular characters or the story as a whole.

Exit Level 3

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) introduces ideas or people or settings from unfamiliar times or places, with some unknown vocabulary;
(b) includes changes in voice or tone that are not always clearly signalled;
(c) may contain illustrations that add to, rather than, illustrate the text;
(d) is constructed by a variety of sentence structures and tenses, not necessarily presenting a strictly chronological order;
(e) has the structure of a familiar recount or literary type, at least a page long

by being able to

(f/g) identify and describe the main stages in the piece;
(f/g) locate and explain the meaning of key words and phrases;
(f/g) determine the purpose and message of this narrative or literary piece;
(f/g) find examples of the techniques used to achieve this end;
(h) contrast with known comparable texts.

Exit Level 4

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) introduces a wide range of not necessarily familiar concepts, characters, places, events and/or ideas in very precise detailed or abstract language;
(b) has some formality and diversity of tone, and with some meanings implied;
(c) may feature no illustrations, or use ambiguous ones;
(d) sequences the chronology through complex sentence structures, sometimes relying on literary devices to evoke atmosphere or feelings, or abstractions to make moral points;
(e) is a variation on a familiar literary shape or a complex version of that type, usually over one page long

by being able to

(f/g) empathise with and describe the feelings, beliefs and sensations evolved;
(f/g) summarise the structure and flow of the story or piece;
(f/g) recognise and identify the most significant information, including inferred ideas, by pointing to evidence in the text;
(f/g) review own prior knowledge or thoughts about the genre or subject matter;
(h) identify and examine the fundamental point of view shaping the text;
(h) form and justify a personal opinion on the format chosen and the ideas/values expressed.

READING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:
- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:
- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a practical text that:

(a) describes familiar procedures in everyday words;
(b) emphasises the separate steps in the process in a relatively informal tone;
(c) may include one or two clearly drawn, suitably-placed, diagrams;
(d) uses single words or 1 - 3 short simple sentences
(e) is a rudimentary set of instructions or procedures

by being able to

(f/g) know the purpose of the text from the layout and graphics;
(f/g) recognise each word;
(f/g) recall prior knowledge of the subject;
(g/h) carry out the task described, or know if more information is needed;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a practical text that:

(a) describes familiar procedures, in mostly everyday words;
(b) addresses the reader with some formality;
(c) may include a number of graphic features;
(d) uses more than one sentence type, such as one word lists and simple sentences in the imperative;
(e) is a familiar, instructional type, perhaps with heading and sub-headings, about one paragraph in length

by being able to

(f/g) know the purposes of the text from the layout, headings and graphics;
(f/g) know how to comprehend the few unknown words;
(f/g) scan for particular details;
(f/g) link it to prior knowledge on the matter;
(g/h) carry out the task described, or know what information, if more, is needed;
(h) distinguish between the description of the technique or task and any other messages conveyed by the text.

Exit Level 3

Can demonstrate meaning has been made from a practical text that:

(a) describes unfamiliar procedures in a vocabulary that contains some technical terms;
(b) is not necessarily a straight-forward sequence of commands, perhaps containing information or interpretations that distract from the task or process;
(c) may include complex graphic material;
(d) contains sentences that emphasise detail, position and sequence;
(e) is organised into at least 3 different textual chunks, up to half a page long overall

by being able to

(f/g) state purpose of the text from the layout, headings, graphics and skimming the whole text;
(f/g) comprehend new technical words and explain the meaning of key words and phrases;
(g) carry out the task or process described;
(h) assess the effectiveness of the text as an instruction-giver;
(h) recognise that it conveys a particular point of view.

Exit Level 4

Can demonstrate meaning has been made from a practical text that:

(a) contains some unfamiliar ideas, specialist knowledge and technical language;
(b) embodies a range of tones, possibly including related topical information and/or a commentary as well as the instructions;
(c) may include ill-placed and/or highly complex diagrams;
(d) uses a range of sentence structures;
(e) is a complex example of its type, both in layout and in detail, or one with numerous distractions, up to at least one page in length

by being able to

(f/g) state the primary purpose of the text from layout, headings, graphics and skimming the whole text;
(f/g) pick out the key stages in the sequence and identify the other most significant parts of the text;
(g) follow the instructions and/or carry out the task described accurately and completely;
(h) differentiate between instruction and interpretation;
(h) identify any shortcomings or misleading information in the text;
(h) identify and critique the point of view stated, implied or inferred by the text;
(h) review own prior knowledge and techniques related to this matter and genre.

READING COMPETENCE: Literacy for Knowledge

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:
- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:
- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals with a familiar topic in everyday language;
(b) is relatively informal in tone;
(c) contains simple graphic aids or illustrations;
(d) is composed of simple sentences;
(e) is an objectively presented simple introduction to the topic from one to three sentences long

by being able to

(f/g) get the main point;
(f/g) locate one-word specific information;
(f/g) recall prior knowledge on the topic;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals mostly with a familiar topic in mostly everyday language;
(b) is completely in the formal tone of the third person;
(c) contains different types of images;
(d) describes relationships between events, phenomena or ideas sequentially;
(e) is an information text that is organised around "objective" description, classification or explanation at least one paragraph long;

by being able to

(f/g) recognise its particular shape and sequence;
(f/g) point to the key sentences, often open and closing ones, that summarise the main point(s);
(f/g) distinguish between generalisations and specific features or examples;
(f/g) link it to prior knowledge on the subject;
(h) detect any overtly expressed opinion(s).

Exit Level 3

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains abstractions and specialist knowledge and terms (including abbreviations);
(b) is distant and impersonal in tone;
(c) may rely on technical drawings or concept maps to convey some of the information;
(d) uses language patterns that define, describe, explain, categorise, or classify;
(e) may be organised in a variety of formats, from dictionaries to reports to subject-specific text books, up to at least one page long

by being able to

(f/g) state the main points or ideas presented;
(f/g) point to the language devices that link the ideas in the text;
(f/g) explain the meaning of key words and phrases;
(f/g) spot missing, misleading or questionable information, evidence, sequence or examples;
(h) describe the world view conveyed explicitly or implicitly in the text;
(h) describe the relationship between the knowledge presented in the text and prior knowledge.

Exit Level 4

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains detailed descriptions and some unfamiliar information in specialised language;
(b) is written as if a neutral presentation;
(c) may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations;
(d) is constructed from complex sentence and paragraph structures, featuring abstract nouns, densely packed with meaning
(e) is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

by being able to

(f/g) identify the main ideas, the subordinate ideas and the examples given;
(f/g) identify and describe the nature of the conceptual relationship within the text, i.e. whether cause-and-effect; problem-solution; or a system of classification;
(g) extract information relevant to a given research task;
(g) use any features such as bibliographies or footnotes for tracking down extra information;
(h) differentiate between data and interpretation;
(h) analyse the conclusions reached;
(h) review and re-arrange prior knowledge of the subject and genre.

READING COMPETENCE: Literacy for Public Debate

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:
- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:
- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a persuasive text that:

(a) is concerned with a familiar topic and presented in strong everyday language;
(b) is conversational and straight-forward in tone;
(c) that may include a supportive or blatant image that confirms the language;
(d) consists of single words or simple sentences structured to persuade;
(e) is an expression of opinion, from one to three sentences long

by being able to

(f/g) state the point of view presented;
(f/g) point to any reasons given to justify this;
(f/g) recall any prior knowledge of the subject matter;
(h) express an opinion on the strength or weakness of the position put, providing one simple valid reason for this assessment;
(h) give own general viewpoint on the matter.

Exit Level 2

Can demonstrate that meaning has been made from a persuasive text that:

(a) features a familiar social or personal topic in mostly familiar language;
(b) has a touch of formality and fervour about it;
(c) may include images that add new information;
(d) hinges on the words and phrases that link the ideas, and the power of the evidence;
(e) is structured to provide both viewpoint and evidence, at least a paragraph long

by being able to

(f/g) recognise that the text is shaped to persuade;
(f/g) distinguish between the idea proposed and the evidence offered;
(f/g) link it to prior knowledge of the subject matter:
(h) find examples of any persuasive devices used, and for what effect;
(h) rate it as a persuasive piece, giving reasons why.

Exit Level 3

Can demonstrate that meaning has been made from a persuasive text that:

(a) features abstract concepts and principles;
(b) conveys a tone of indisputable reasonableness;
(c) may include images with mixed messages;
(d) uses language to make logical connections and inferences;
(e) may be a discussion of "pros" and "cons", or an argument for one point of view, up to three paragraphs long

by being able to

(f/g) describe the stages in the development of the argument;
(f/g) identify the key ideas and supporting evidence or examples;
(f/g) assess the appropriacy and/or relevance of the evidence;
(f/g) explain the meaning of key words and phrases;
(h) highlight the strengths and weaknesses in the text;
(h) make a comparison between the stance conveyed by the text and the reader's own position.

Exit Level 4

Can demonstrate that meaning has been made from a persuasive text that:

(a) introduces both familiar and unfamiliar concepts, ideas and language
(b) is seriously formal or ambiguous in tone;
(c) may include images that emanate subtle or subliminal messages;
(d) consists of complex sentence and paragraph structures in which the ideas, and evidence presented, are both explicit and implicit;
(e) is a highly structured piece of argument, up to at least one page long, or of a particularly intense density that may be quite short

by being able to

(f/g) state the fundamental purpose of the piece;
(f/g) describe the nature, structure and flow of the argument put forward;
(h) name, list and evaluate the reasons and evidence given, whether relevant/ irrelevant, logical/illogical, valid/invalid, true/untrue;
(h) assess the overall effectiveness of the text, giving reasons;
(h) describe the underlying values system implicit in the text;
(h) describe how it relates to, and re-arranges own prior knowledge of, and position on, the subject matter and genre.

Appendix Eleven

READING COMPETENCE: Comprehensive literacy at each level

Level 1 p.68
Level 2 p.69
Level 3 p.70
Level 4 p.71

READING COMPETENCE : Level 1

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:
Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

Developing:
Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials

Exit Level 1 Literacy for Self-Expression

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) presents recognizable people, setting or events in everyday words;
(b) is chatty in tone;
(c) may rely on well-placed, complementary illustrations;
(d) uses simple sentence structures;
(e) has a simple story shape from one to three sentences long

by being able to

(f/g) demonstrate word attack skills other than simple phonic ones;
(f/g) express graphically or verbally what the story or piece is generally about;
(f/g) identify particular minimal details about the characters, events or setting;
(f/g) recall prior knowledge on the subject;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 1 Literacy for Practical Purposes

Can demonstrate meaning has been made from a practical text that:

(a) describes familiar procedures in everday words;
(b) emphasises the separate steps in the process in a relatively informal tone;
(c) may include one or two clearly drawn, suitably-placed, diagrams;
(d) uses single words or 1 - 3 short simple sentences
(e) is a rudimentary set of instructions or procedures

by being able to

(f/g) know the purpose of the text from the layout and graphics;
(f/g) recognize each word;
(f/g) recall prior knowledge of the subject;
(g/h) carry out the task described, or know if more information is needed;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 1 Literacy for Knowledge

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals with a familiar topic in everyday language;
(b) is relatively informal in tone;
(c) contains simple graphic aids or illustrations;
(d) is composed of simple sentences;
(e) is an objectively presented simple introduction to the topic from one to three sentences long

by being able to

(f/g) get the main point;
(f/g) locate one-word specific information;
(f/g) recall prior knowledge on the topic;
(h) express a general opinion on the presentation or the subject matter.

Exit Level 1 Literacy for Public Debate

Can demonstrate that meaning has been made from a persuasive text that:

(a) is concerned with a familiar topic and presented in strong everyday language;
(b) is conversational and straight-forward in tone;
(c) that may include a supportive or blatant image that confirms the language;
(d) consists of single words or simple sentences structured to persuade;
(e) is an expression of opinion, from one to three sentences long

by being able to

(f/g) state the point of view presented;
(f/g) point to any reasons given to justify this;
(f/g) recall any prior knowledge of the subject matter;
(h) express an opinion on the strength or weakness of the position put, providing one simple valid reason for this assessment;
(h) give own general viewpoint on the matter.

READING COMPETENCE : Level 2

Exit Level 2 Literacy for Self-Expression

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) presents mostly familiar characters, setting or events in mostly everday language;
(b) has more than one clearly indicated voice or perspective;
(c) may contain related illustrations;
(d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence;
(e) has the structure of a story about a paragraph long

by being able to

(f/g) identify the main point and general flow of the story or piece;
(f/g) locate key descriptive details;
(f/g) link it to prior personal knowledge or experiences, with similar stories or literary texts;
(h) express an opinion on particular characters or the story as a whole.

Exit Level 2 Literacy for Practical Purposes

Can demonstrate that meaning has been made from a practical text that:

(a) describes familiar procedures, in mostly everyday words;
(b) addresses the reader with some formality;
(c) may include a number of graphic features;
(d) uses more than one sentence type, such as one word lists and simple sentences in the imperative;
(e) is a familiar, instructional type, perhaps with heading and sub-headings, about one paragraph in length

by being able to

(f/g) know the purposes of the text from the layout, headings and graphics;
(f/g) know how to comprehend the few unknown words;
(f/g) scan for particular details;
(f/g) link it to prior knowledge on the matter;
(g/h) carry out the task described, or know what information, if more, is needed;
(h) distinguish between the description of the technique or task and any other messages conveyed by the text.

Exit Level 2 Literacy for Knowledge

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals mostly with a familiar topic in mostly everyday language;
(b) is completely in the formal tone of the third person;
(c) contains different types of images;
(d) describes relationships between events, phenomena or ideas sequentially;
(e) is an information text that is organised around "objective" description, classification or explanation at least one paragraph long;

by being able to

(f/g) recognise its particular shape and sequence;
(f/g) point to the key sentences, often open and closing ones, that summarise the main point(s);
(f/g) distinguish between generalisations and specific features or examples;
(f/g) link it to prior knowledge on the subject;
(h) detect any overtly expressed opinion(s).

Exit Level 2 Literacy for Public Debate

Can demonstrate that meaning has been made from a persuasive text that:

(a) features a familiar social or personal topic in mostly familiar language;
(b) has a touch of formality and fervour about it;
(c) may include images that add new information;
(d) hinges on the words and phrases that link the ideas, and the power of the evidence;
(e) is structured to provide both viewpoint and evidence, at least a paragraph long

by being able to

(f/g) recognise that the text is shaped to persuade;
(f/g) distinguish between the idea proposed and the evidence offered;
(f/g) link it to prior knowledge of the subject matter;
(h) find examples of any persuasive devices used, and for what effect,
(h) rate it as a persuasive piece, giving reasons why.

Exit Level 3 Literacy for Self-Expression

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) introduces ideas or people or settings from unfamiliar times or places, with some unknown vocabulary;
(b) includes changes in voice or tone that are not always clearly signalled;
(c) may contain illustrations that add to, rather than, illustrate the text;
(d) is constructed by a variety of sentence structures and tenses, not necessarily presenting a strictly chronological order;
(e) has the structure of a familiar recount or literary type, at least a page long

by being able to

(f/g) identify and describe the main stages in the piece;
(f/g) locate and explain the meaning of key words and phrases;
(f/g) determine the purpose and message of this narrative or literary piece;
(f/g) find examples of the techniques used to achieve this end;
(h) contrast with known comparable texts.

Exit Level 3 Literacy for Practical Purposes

Can demonstrate meaning has been made from a practical text that:

(a) describes unfamiliar procedures in a vocabulary that contains some technical terms;
(b) is not necessarily a straight-forward sequence of commands, perhaps containing information or intepretations that distract from the task or process;
(c) may include complex graphic material;
(d) contains sentences that emphasise detail, position and sequence;
(e) is organised into at least 3 different textual chunks, up to half a page long overall

by being able to

(f/g) state purpose of the text from the layout, headings, graphics and skimming the whole text;
(f/g) comprehend new technical words and explain the meaning of key words and phrases;
(g) carry out the task or process described;
(h) assess the effectiveness of the text as an instruction-giver;
(h) recognise that it conveys a particular point of view.

Exit Level 3 Literacy for Knowledge

Can demonstrate meaning has been made from a reference or information text that:

(a) contains abstactions and specialist knowledge and terms (including abbreviations);
(b) is distant and impersonal in tone;
(c) may rely on technical drawings or concept maps to convey some of the information;
(d) uses language patterns that define, describe, explain, categorise, or classify;
(e) may be organised in a variety of formats, from dictionaries to reports to subject-specific text books, up to at least one page long

by being able to

(f/g) state the main points or ideas presented;
(f/g) point to the language devices that link the ideas in the text;
(f/g) explain the meaning of key words and phrases;
(f/g) spot missing, misleading or questionable information, evidence, sequence or examples;
(h) describe the world view conveyed explicitly or implicitly in the text;
(h) describe the relationship between the knowledge presented in the text and prior knowledge.

Exit Level 3 Literacy for Public Debate

Can demonstrate that meaning has been made from a persuasive text that:

(a) features abstract concepts and principles;
(b) conveys a tone of indisputable reasonableness;
(c) may include images with mixed messages;
(d) uses language to make logical connections and inferences;
(e) may be a discussion of "pros" and "cons", or an argument for one point of view, up to three paragraphs long

by being able to

(f/g) describe the stages in the development of the argument;
(f/g) identify the key ideas and supporting evidence or examples;
(f/g) assess the appropriacy and/or relevance of the evidence;
(f/g) explain the meaning of key words and phrases;
(h) highlight the strengths and weaknesses in the text;
(h) make a comparison between the stance conveyed by the text and the reader's own position.

READING COMPETENCE : Level 4

Exit Level 4 Literacy for Self-Expression

Can demonstrate that meaning has been made from a narrative or literary text that:

(a) introduces a wide range of not necessarily familiar concepts, characters, places, events and/or ideas in very precise detailed or abstract language;
(b) has some formality and diversity of tone, and with some meanings implied;
(c) may feature no illustrations, or use ambiguous ones;
(d) sequences the chronology through complex sentence structures, sometimes relying on literary devices to evoke atmosphere or feelings, or abstractions to make moral points;
(e) is a variation on a familiar literary shape or a complex version of that type, usually over one page long

by being able to

(f/g) empathize with and describe the feelings, beliefs and sensations involved;
(f/g) summarise the structure and flow of the story or piece;
(f/g) recognise and identify the most significant information, including inferred ideas, by pointing to evidence in the text;
(f/g) review own prior knowledge or thoughts about the genre or subject matter;
(h) identify and examine the fundamental point of view shaping the text;
(h) form and justify a personal opinion on the format chosen and the ideas/values expressed.

Exit Level 4 Literacy for Practical Purposes

Can demonstrate meaning has been made from a practical text that:

(a) contains some unfamiliar ideas, specialist knowledge and technical language;
(b) embodies a range of tones, possibly including related topical information and/or a commentary as well as the instructions;
(c) may include ill-placed and/or highly complex diagrams;
(d) uses a range of sentence structures;
(e) is a complex example of its type, both in layout and in detail, or one with numerous distractions, up to at least one page in length

by being able to

(f/g) state the primary purpose of the text from layout, headings, graphics and skimming the whole text;
(f/g) pick out the key stages in the sequence and identify the other most significant parts of the text;
(g) follow the instructions and/or carry out the task described accurately and completely;
(h) differentiate between instruction and interpretation;
(h) identify any shortcomings or misleading information in the text;
(h) identify and critique the point of view stated, implied or inferred by the text;
(h) review own prior knowledge and techniques related to this matter and genre.

Exit Level 4 Literacy for Knowledge

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains detailed descriptions and some unfamiliar information in specialized language;
(b) is written as if a neutral presentation;
(c) may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations;
(d) is constructed from complex sentence and paragraph structures, featuring abstract nouns, densely packed with meaning
(e) is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

by being able to

(f/g) identify the main ideas, the subordinate ideas and the examples given;
(f/g) identify and describe the nature of the conceptual relationship within the text, i.e. whether cause-and-effect; problem-solution; or a system of classification;
(g) extract information relevant to a given research task;
(g) use any features such as bibliographies or footnotes for tracking down extra information;
(h) differentiate between data and interpretation;
(h) analyze the conclusions reached;
(h) review and re-arrange prior knowledge of the subject and genre.

(P.T.O.)

Exit Level 4 Literacy for Public Debate

Can demonstrate that meaning has been made from a persuasive text that:

(a) introduces both familiar and unfamiliar concepts, ideas and language
(b) is seriously formal or ambiguous in tone;
(c) may include images that emanate subtle or subliminal messages;
(d) consists of complex sentence and paragraph structures in which the ideas, and evidence presented, are both explicit and implicit;
(e) is a highly structured piece of argument, up to at least one page long, or of a particularly intense density that may be quite short

by being able to

(f/g) state the fundamental purpose of the piece;
(f/g) describe the nature, structure and flow of the argument put forward;
(h) name, list and evaluate the reasons and evidence given, whether relevant/ irrelevant, logical/illogical, valid/invalid, true/untrue;
(h) assess the overall effectiveness of the text, giving reasons;
(h) describe the underlying values system implicit in the text;
(h) describe how it relates to, and re-arranges own prior knowledge of, and position on, the subject matter and genre.

Appendix Twelve

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REFERENCES

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